The

State Report Card

for

No Child Left Behind

August 2003

Iowa Department of Education

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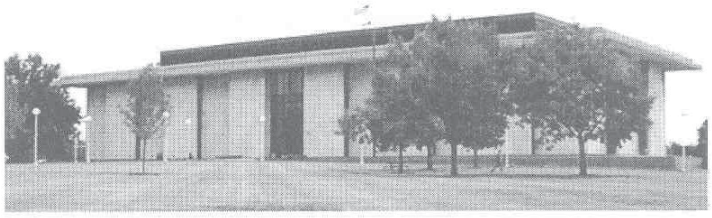
No Child Left Behind



Iowa Department of Education

2003

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The State Report Card for No Child Left Behind

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DEPARTMENT OF EDUCATION
TED STILWILL, DIRECTOR

August 2003

Honorable Rod Paige
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Dear Mr. Secretary:

I am pleased to transmit to you Iowa's "State Report Card for No Child Left Behind." I think you will find that we have provided not only the required information but some additional data which may provide an even fuller understanding of the status of learners in our elementary and secondary schools.

We are again grateful for the cooperation of your staff in working with us on the specifics of what is to be reported here. As you know, we take the obligation to continuously improve student performance very seriously and it is gratifying to note that six of the eight primary areas of student performance are showing improvement across our state. But this same data helps to outline the challenges we face in accelerating that rate of improvement and in narrowing unacceptable gaps in achievement among some groups of Iowa students.

We continue to be committed to helping strengthen our partnership across the federal, state and local levels. We are committed as well to the learning and continuous improvement of those of us charged with implementing and recommending policy. This is the right direction for our nation and for our children. By continuing to work together we can bring about the improvements to support our students, our teachers and our schools.

Sincerely,

Ted Stilwill
Director

Acknowledgments

The authors of the *State Report Card for No Child Left Behind* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A special acknowledgment is extended to individuals outside the Department who made important contributions in sharing their data and thoughts with us. They included: Dr. David Frisbie, Dr. Timothy Ansley and Dr. Steve Dunbar, Iowa Testing Programs.

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Introduction

The No Child Left Behind Act of 2001 requires each state to provide an annual report card to inform stakeholders about the progress of students and schools on indicators of student achievement, and other information that is related to student success. The law requires this *State Report Car*d to be released prior to the start of each school year. The Iowa Department of Education currently releases a more comprehensive report, *The Annual Condition of Education Report*, in the fall of each year. This *State Report Card* contains the critical elements of accountability under No Child Left Behind. The *Report Card* (as specified in NCLB, 1111(h)(1)(C)(i)) includes information about:

- The comparison between the percent of students in each group scoring proficient or higher on the ITBS or ITED with Iowa's annual measurable objectives (AMO) as required in the Annual Yearly Progress (AYP) formula.

- The percent of students, by group, who did not participate in the ITBS, ITED, or alternate assessment.

- The percent of students scoring at each proficiency level on the Iowa Tests of Basic Skills (ITBS) for grades 4 and 8, the Iowa Tests of Educational Development (ITED) for grade 11, or the statewide alternate assessment (for students with disabilities who were unable to participate in the ITBS or ITED). The results are presented by the following categories: race/ethnicity, gender, disability status, migrant status, English proficiency, and socioeconomic status.

- Trends in student achievement for reading and mathematics for grades 4, 8, and 11.

- Other academic indicators which include the statewide attendance rates at elementary and middle school levels, and graduation rates for high schools.

- The percentage of classes taught by highly qualified teachers in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

- The schools that did not make adequate yearly progress under NCLB, section 1116 and are identified as Schools in Need of Assistance.

In addition to fulfilling the requirements of No Child Left Behind, this report provides information for schools and school districts as they engage in school improvement activities. This state-level information serves as one comparison for school districts as they consider and implement improvement efforts to increase the success for all of Iowa's students.

Annual Measurable Objectives

The No Child Left Behind (NCLB) Accountability System establishes statewide annual measurable objectives (AMO). The state annual measurable objectives are consistent with a state's intermediate goals and identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the state's academic assessments. The state's annual measurable objectives are the same throughout the state for each public school and each subgroup of students. Table 1 shows the AMO targets for 2002-2003 and 2003-2004 and compares to 2001-2003 student performance based on the 2000 national norms by subject area, by grade level, and by subgroups.

Table 1

READING AND MATH 2002-2004 ANNUAL MEASURABLE OBJECTIVES TARGETS VS. 2001-2003 READING AND MATH PERFORMANCE BY GRADE AND SUBGROUPS

	Reading (At or Above Proficient Level)		
	Grade 4	Grade 8	Grade 11
AMO (2002-2004 Target)	**65.0%**	**61.0%**	**69.0%**
Subgroup (2001-2003 Performance)			
State (all Students)	75.9%	69.3%	77.0%
White	78.6	72.0	78.6
African American	48.4	35.9	49.7
Hispanic	52.6	43.0	53.5
Asian	75.5	68.6	75.1
American Indian	60.6	49.2	62.5
Free/Reduced Price Lunch Eligible	60.5	49.7	60.8
Disability*	29.1	22.9	27.5
ELL (English Language Learner)	40.6	27.2	31.6
Migrant**+	43.6	30.4	26.0
Female+	78.1	72.2	81.7
Male+	73.7	66.5	72.6
	Math (At or Above Proficient Level)		
	Grade 4	Grade 8	Grade 11
AMO (2002-2004 Target)	**64.0%**	**63.0%**	**69.0%**
Subgroup (2001-2003 Performance)			
State (all Students)	75.0%	71.6%	79.2%
White	77.8	74.4	81.1
African American	42.7	33.0	43.8
Hispanic	53.0	42.9	52.8
Asian	80.0	76.7	78.6
American Indian	55.8	48.3	61.3
Free/Reduced Price Lunch Eligible	59.4	50.9	62.4
Disability*	35.0	24.9	32.8
ELL (English Language Learner)	45.4	34.3	39.8
Migrant**+	49.4	39.0	37.0
Female+	74.2	71.6	78.9
Male+	75.9	71.2	79.5

Sources: Iowa Testing Programs, University of Iowa.
Iowa Department of Education, Iowa's Approved Accountability Plan - No Child Left Behind (NCLB).

Notes: *Disability Status is determined by the presence of an individualized education plan (IEP).
**Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.
+Not required for Adequate Yearly Progress (AYP) Report.

Student Participation Rates

The Iowa Department of Education is in the process of collecting from each district the number of students who were enrolled at grades 4, 8, and 11 and the number of students that were tested at each grade. The number of students enrolled is defined as the number enrolled on the first day of testing. This data is being collected for each school and will be reported to the Iowa Department of Education for all students and for the following subgroups: low socioeconomic status, English language learners, race/ethnicity, and disability status.

Iowa's *No Child Left Behind Report Card* will be amended to include a report on the percent of students not tested when complete information is available from all school districts.

Student Performance

For purposes of the NCLB accountability, all public schools and districts in Iowa will be evaluated by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). For the next few school years the accountability system will apply to the percentage of all students and subgroups in grades 4, 8, and 11 (in grades 3-8 and grade 11 beginning in 2005-2006) achieving proficient level or higher in reading and mathematics.

The following statements, prepared by the staff at Iowa Testing Programs have been included to provide guidance in interpreting biennium period, national norm effect, and achievement level definitions.

The biennium summaries of Iowa statewide achievement data describe student performance in reading and mathematics on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). The purpose of the summaries is to use scores from two consecutive school years to describe annual achievement changes.

For many years, statewide achievement data from the ITBS and ITED were shown as average scores for each of grades 3-12 in *The Annual Condition of Education Report*. Beginning in the 1996-1997 school year, achievement levels were used to report system and building results to each school district in Iowa. These achievement levels also have been made available to describe Iowa statewide achievement trends in the Report. One advantage of using achievement levels instead of only average scores is that achievement levels permit the user to view a broad range of student performance rather than simply seeing how the average student in each grade scored. That is, with achievement levels, the performance of high achieving and low achieving groups of students can be tracked over time; the use of average scores alone only permits the tracking of the average student.

Scores are combined for pairs of consecutive years for the biennium reporting for several reasons. The merging of test results from two years provides greater stability in the information than would be apparent if results from each single year were used. Because all Iowa schools have not always tested every year in each of the three grades used for reporting (4, 8, and 11), annual data are subject to fluctuations due to these inconsistent annual testing patterns. Two-year averages help overcome this problem.

The most recent biennium data reported, 2001-2003, are based on national norms from 2000. Because the biennium data for 2000-2002 are based on national norms from 1992, the annual change represented by the difference between the data from these two bienniums is influenced by whatever differences exist between the norms from 1992 to 2000. Each biennium difference is due to a norms change plus a real change in achievement. For each grade and subject area reported, Iowa Testing Programs has estimated the effect of the norms change. The estimate can be used to remove the effect of the norms change so that the remainder represents the real change in achievement. For example, for grade 4 Reading Comprehension, the change in biennium values for the Low level is 6.8 percent (31.0 - 24.2). The estimated change just due to the norms is 5.5 percent. This means that there were 1.3 percent fewer students in the Low level due to real change. Or, the gain in achievement is represented by 1.3 percent more students performing beyond the Low level. The estimated effects due to the norms change for Reading Comprehension in grades 4, 8, and 11 are -5.5 percent, 0.0 percent, and 0.0 percent, respectively. The corresponding values for math are: 0.0 percent, +2.0 percent, and +3.3 percent.

The Iowa Department of Education has defined the “proficient” level as the Intermediate and High combined. Using the values for the norms effect shown in the previous paragraph, the actual or real changes in the percent of students in grades 4, 8, and 11 performing at the proficient level in reading are, respectively, +1.4 percent, -0.1 percent, and -0.1 percent. For math, the corresponding changes are +2.6 percent, +0.5 percent, and +1.2 percent. These adjusted changes should be used to interpret the extent of improvement in statewide student performance over the past year.

Several additional pieces of information about the achievement level summaries are needed for interpretive purposes. These are outlined below:

1. The approximate number of students per grade per year upon which the percentages for 2002-2003 are based are: grade 4, 38,500; grade 8, 40,600; and grade 11, 37,000.

2. Forms K and L of both test batteries were first used in Iowa in the 1993-1994 school year. Therefore, that year was chosen to develop baseline data that schools might use for beginning to establish goals and for describing local achievement trends. The baseline biennium is 1993-1995. Beginning in 2001-2002, Forms A and B with 2000 national norms were used in Iowa instead of Forms K and L, and the data for that year were adjusted to 1992 norms to compute the 2000-2002 biennium values reported here. For the 2001-2003 biennium, however, only the 2000 norms were used. (See the sixth paragraph above for further explanation.)

3. The estimates of the norms effect shown in the fourth paragraph of these notes are based on using 1992 national norms and 2000 national norms separately on the 2002-2003 annual statewide data. These estimates should not be used by a school district as an estimate of the norms effect for their district or any building in it. These estimates can be obtained directly by using the values in the red and green achievement levels reports furnished to each Iowa school district with their ITBS/ITED test results in 2001-2002.

4. The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included on the report to identify what the typical student in each level is able to do. The Iowa Department of Education has combined the Intermediate and High performance levels to define a single achievement level called "Proficient" as a student performance indicator. Proficient and Less-than-Proficient are labels being used to describe the performance of groups that are at or above an acceptable standard or below that standard, respectively. For accountability purposes, the Iowa Department of Education uses the national percentile rank scale from the ITBS and ITED Tests. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range are percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.

5. Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, "Low" in reading comprehension does not mean exactly the same thing at grade 4 and grade 11. Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, "Low" in grade 4 reading comprehension does not mean the same thing as "Low" in grade 4 mathematics.

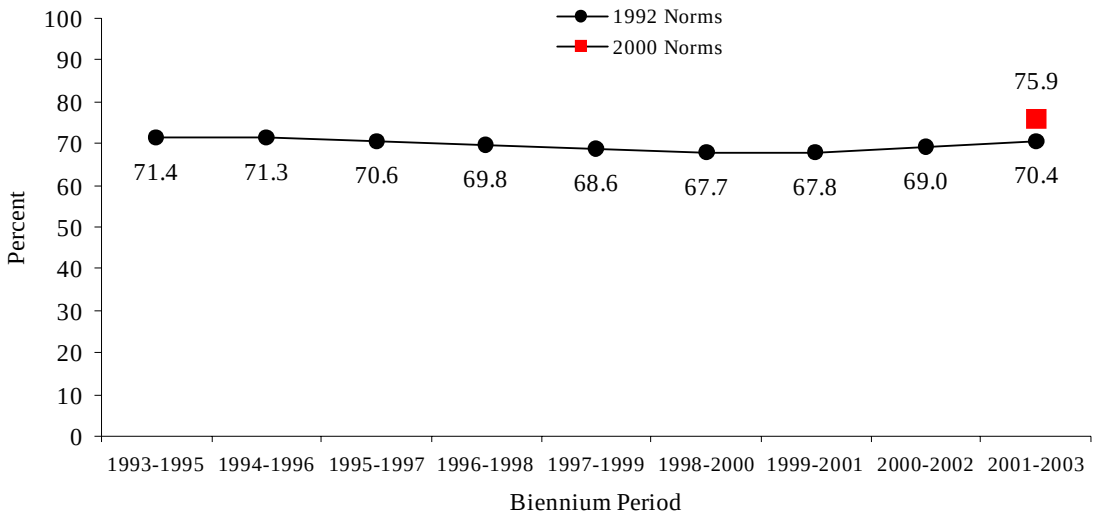
6. Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, and primary language and migrant subgroups. These subgroups vary in size in a given biennium, and each varies in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the combined group.

Reading

Percentages of 4th, 8th, and 11th grade students achieving proficient or higher reading status on the ITBS or ITED Reading Comprehension Tests are shown in Figures 1 to 21 for all students and by gender, race/ethnicity, socioeconomic, disability, primary language, and migrant statuses. The trend data for all students in grades 4, 8, and 11 are reported in Figures 1, 8 and 15 based on 1992 national norms for the 1993-1995 through 2001-2003 biennium periods. An additional point shows the value of student performance in the 2001-2003 biennium period based on the 2000 national norms in Figure1. There was no norm difference in reading comprehension for grades 8 and 11 (Figures 8 and 15). The 'A' figures show the student performance trend data by subgroups based on 1992 national norms while the 'B' figures show student performance by subgroups in 2001-2003 biennium period based on 2000 national norms.

Figure 1

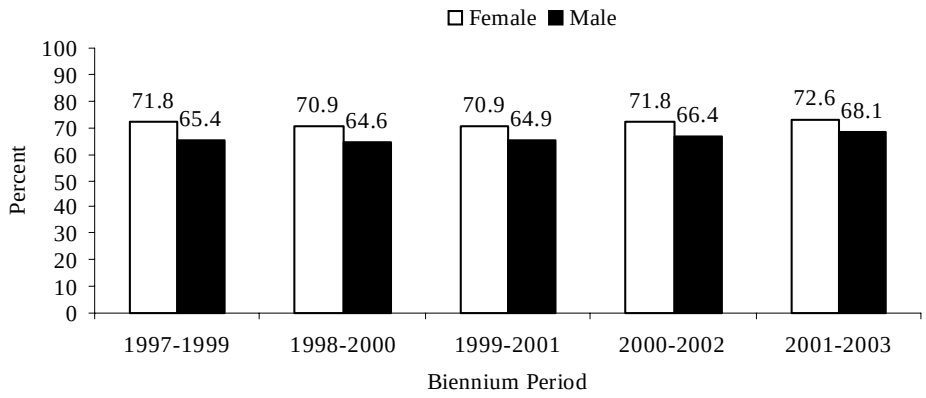
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 2A

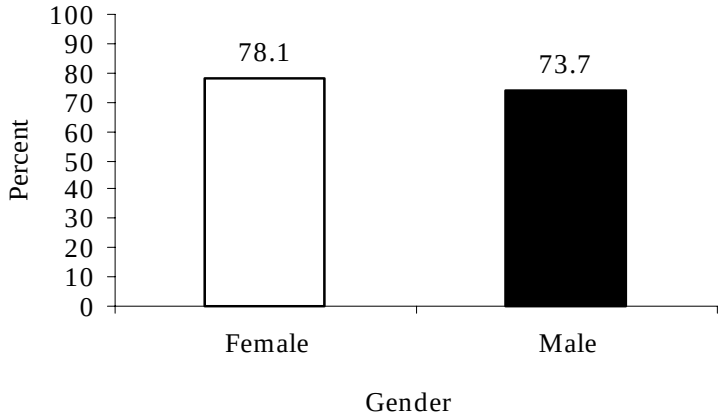
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 2B

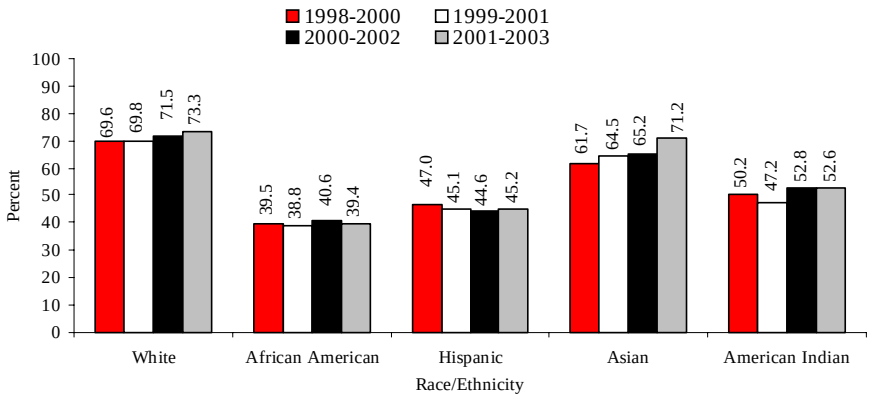
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS READING COMPREHENSION TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 3A

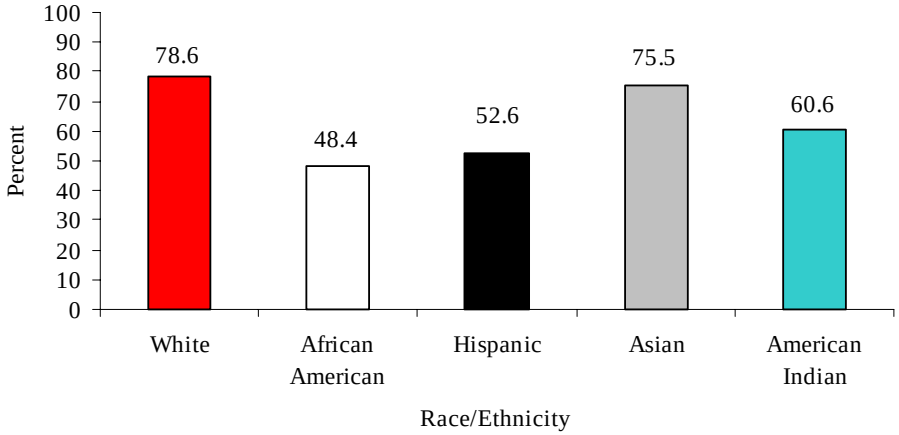
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 3B

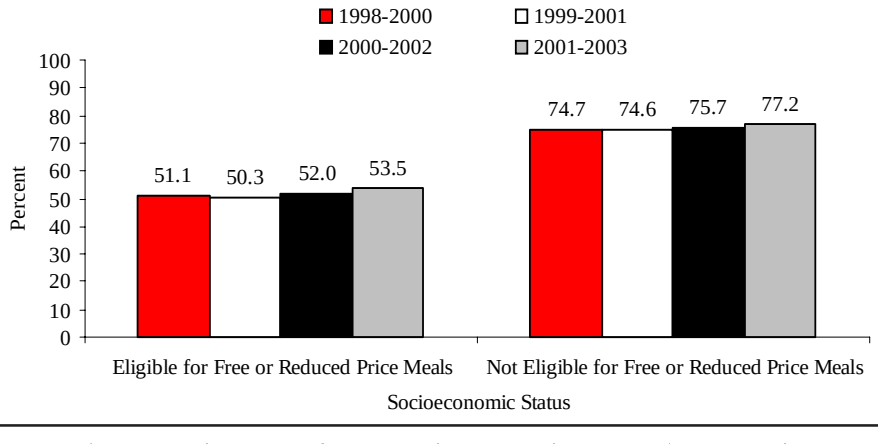
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 4A

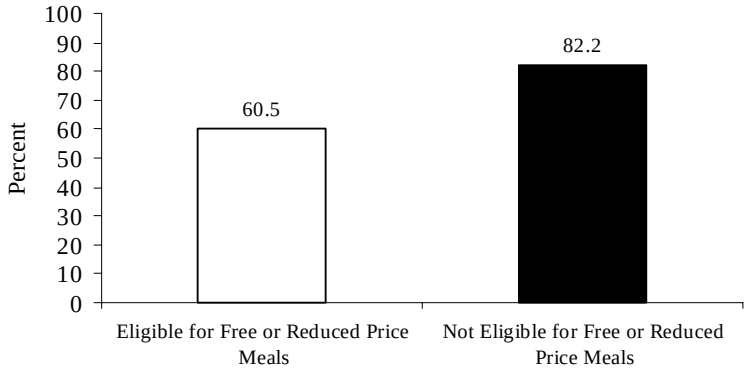
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 4B

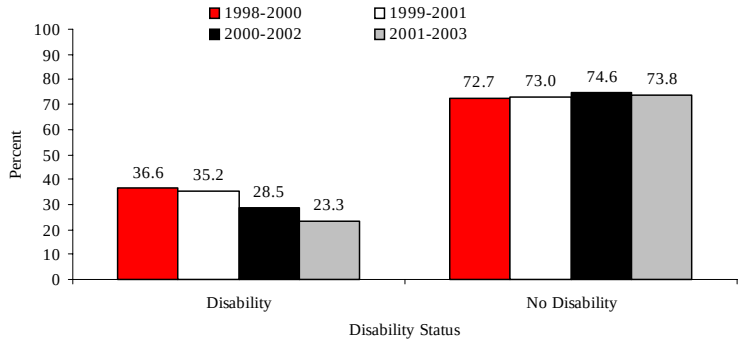
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 5A

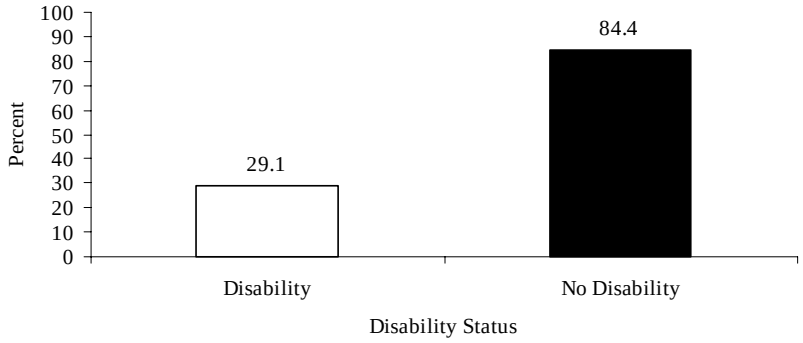
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 5B

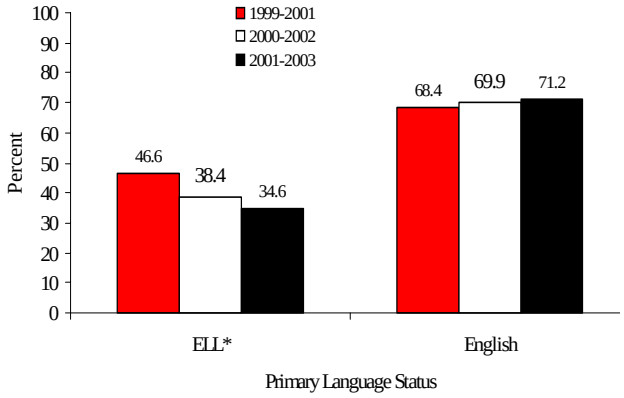
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 6A

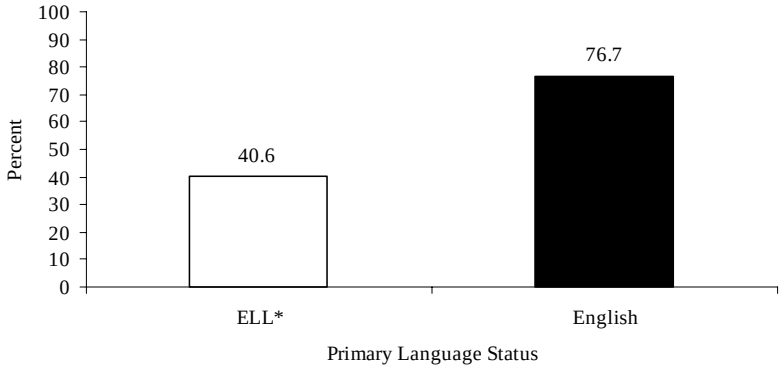
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 6B

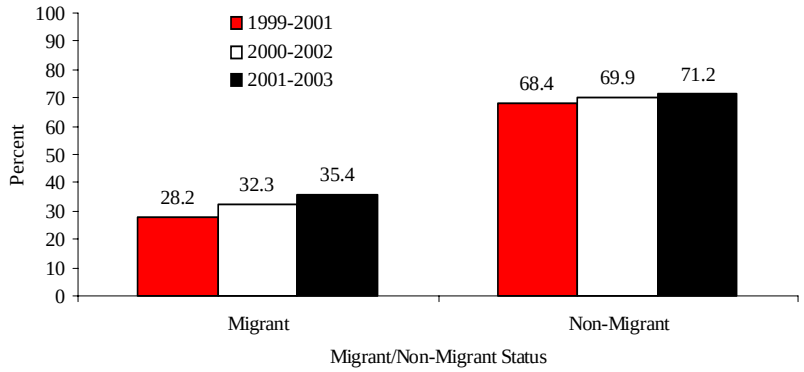
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 7A

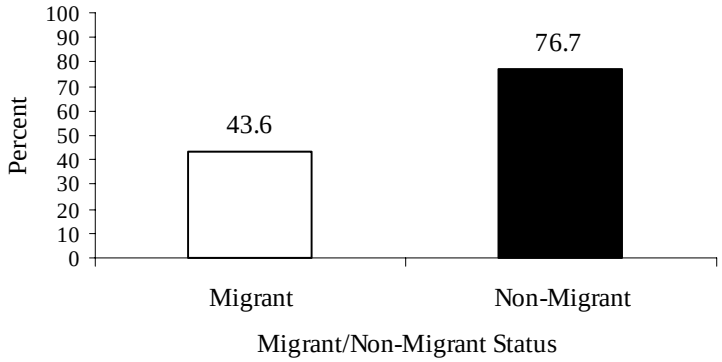
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 7B

Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status*
Biennium Period 2001-2003 (2000 Norms)

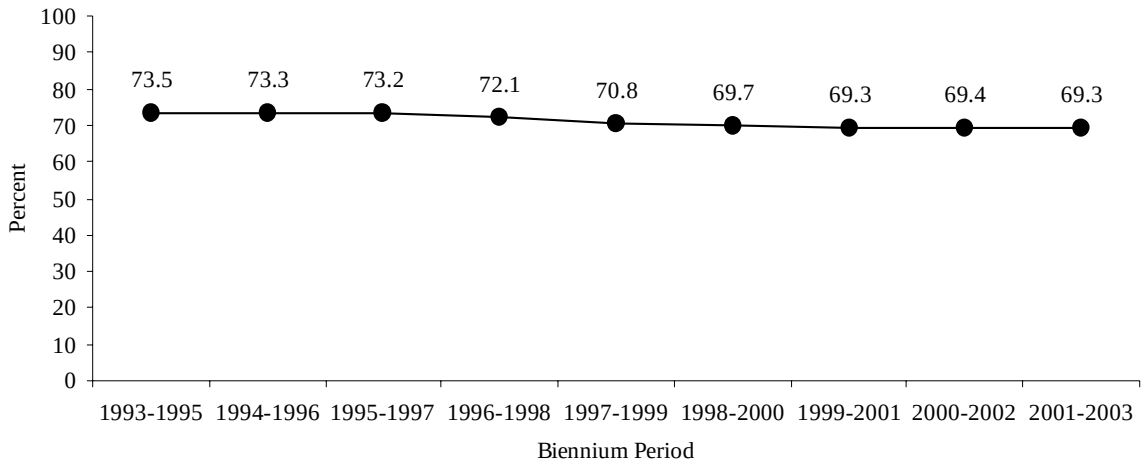


Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either nonliteral language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.
*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 8

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test

Biennium Periods 1993-1995 to 2001-2003



Source: Iowa Testing Programs, University of Iowa.

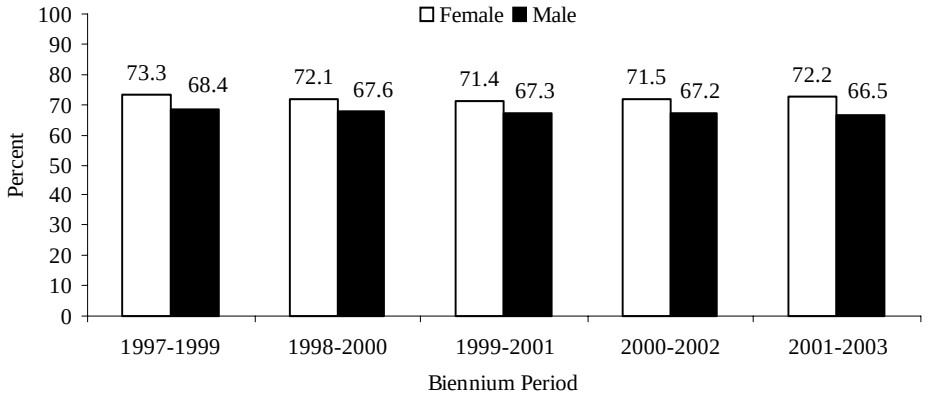
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 9A

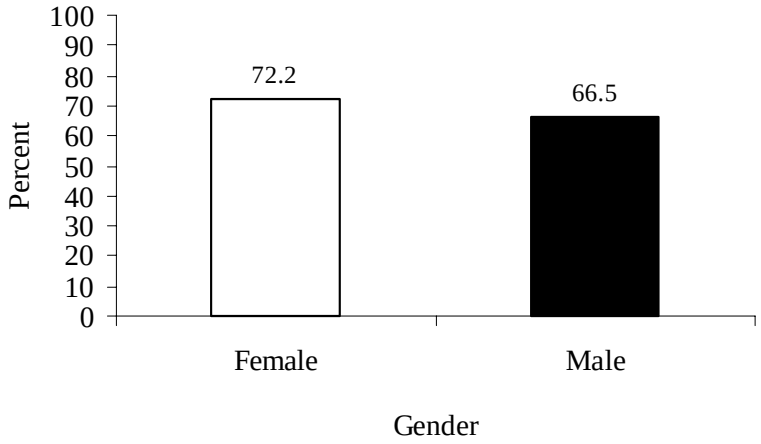
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 9B

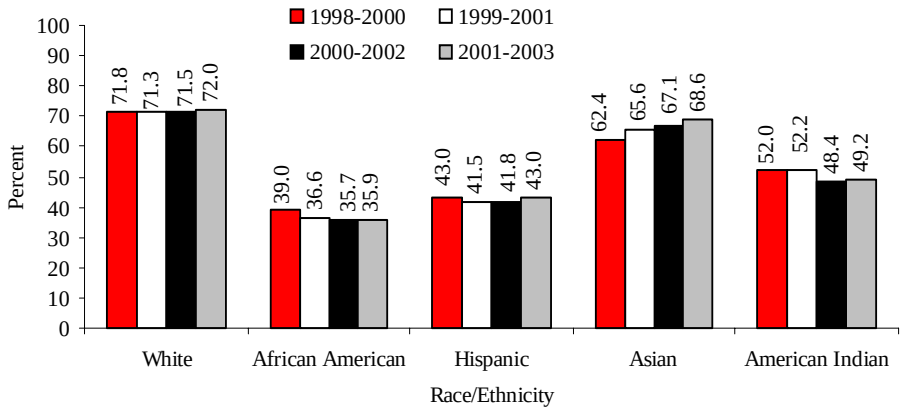
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Gender Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 10A

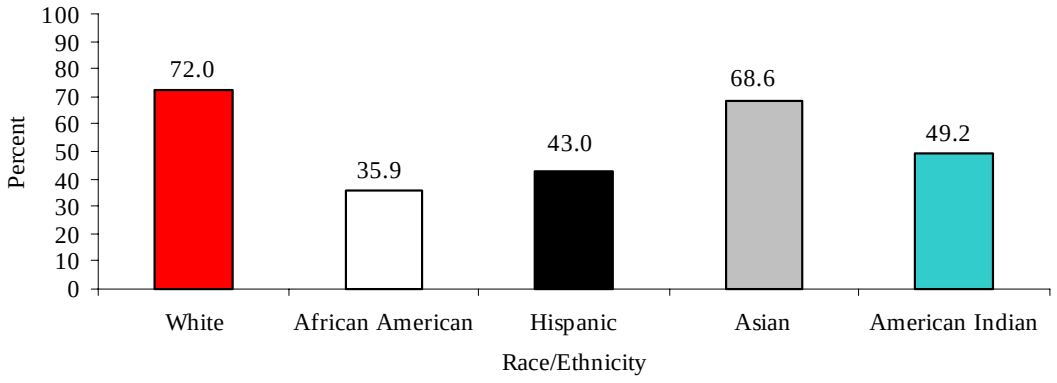
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 10B

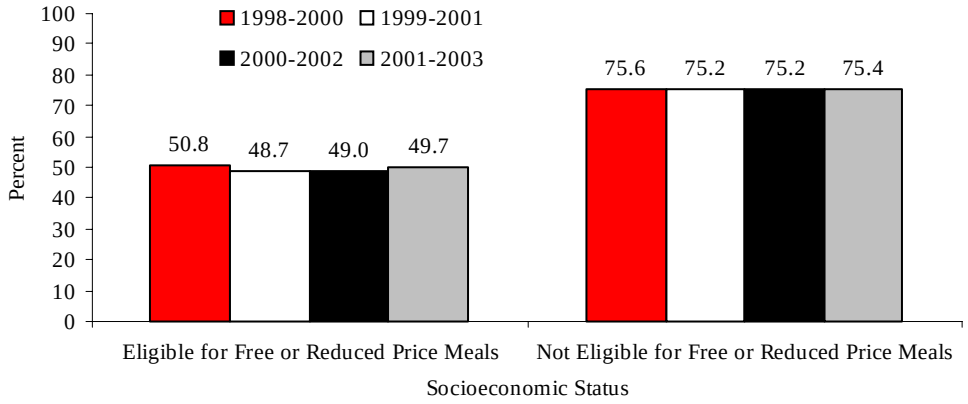
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

Figure 11A

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

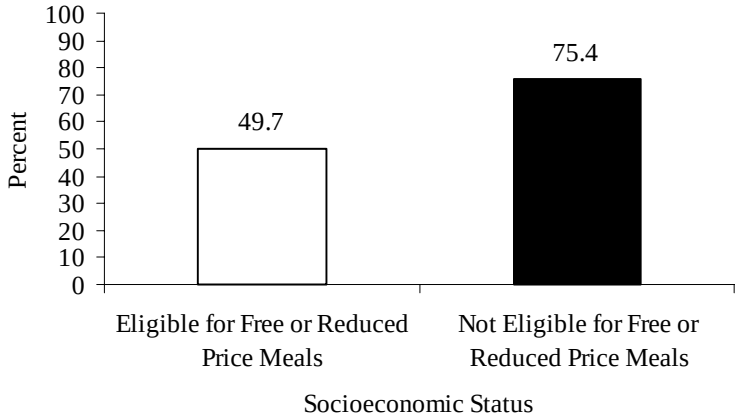
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 11B

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

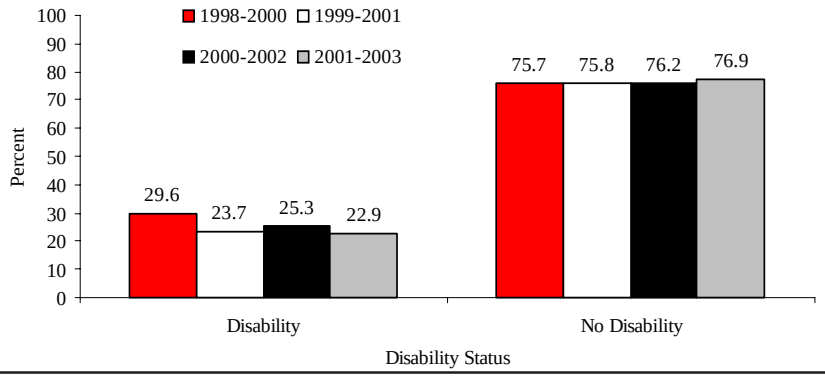
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 12A

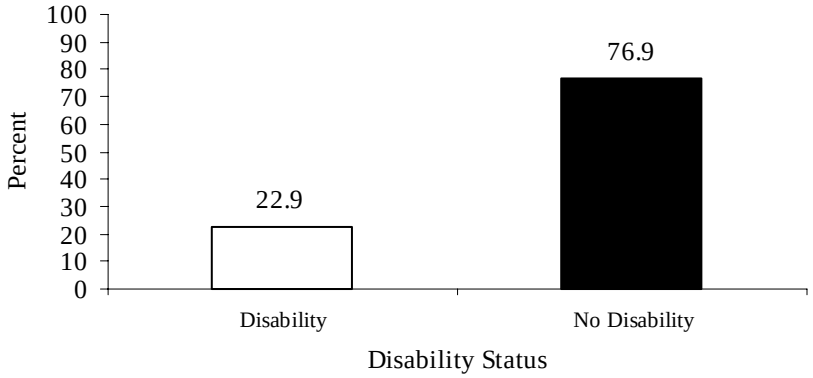
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 12B

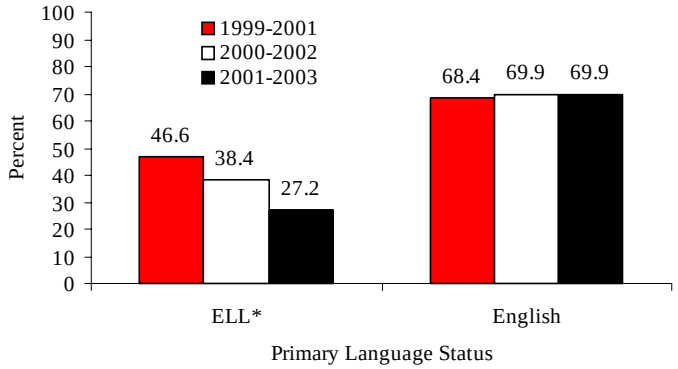
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 13A

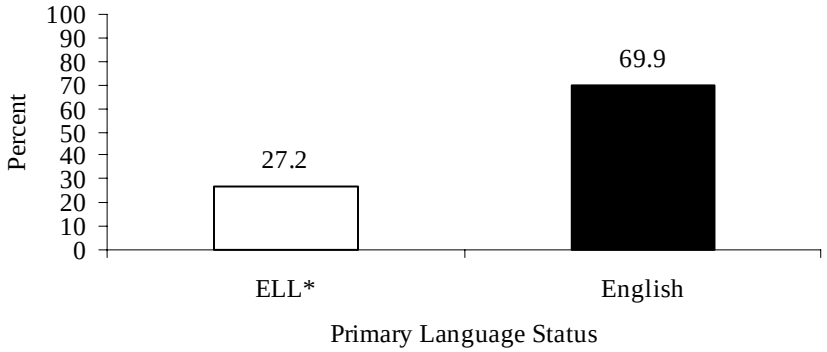
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 13B

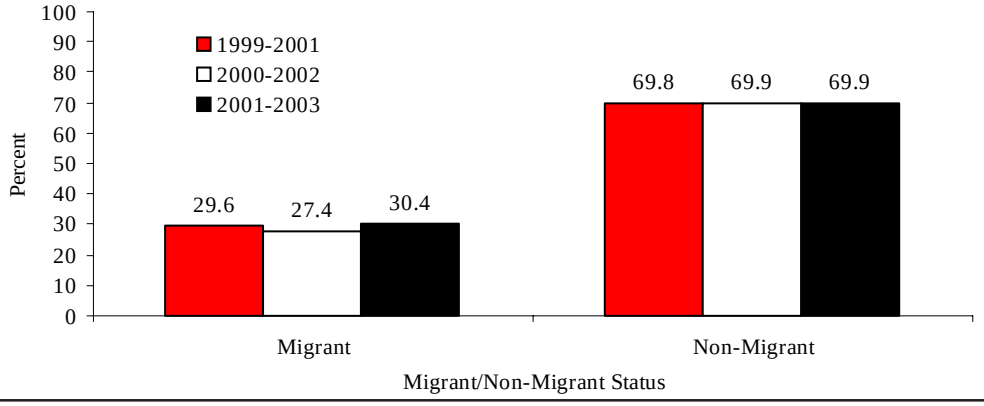
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Primary Language Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 14A

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

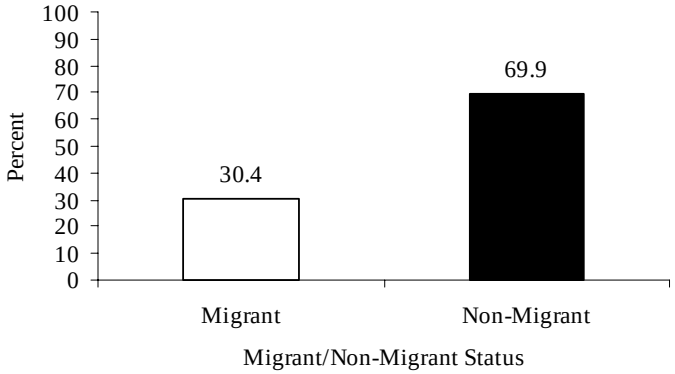
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 14B

Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Reading Comprehension Test by Migrant Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

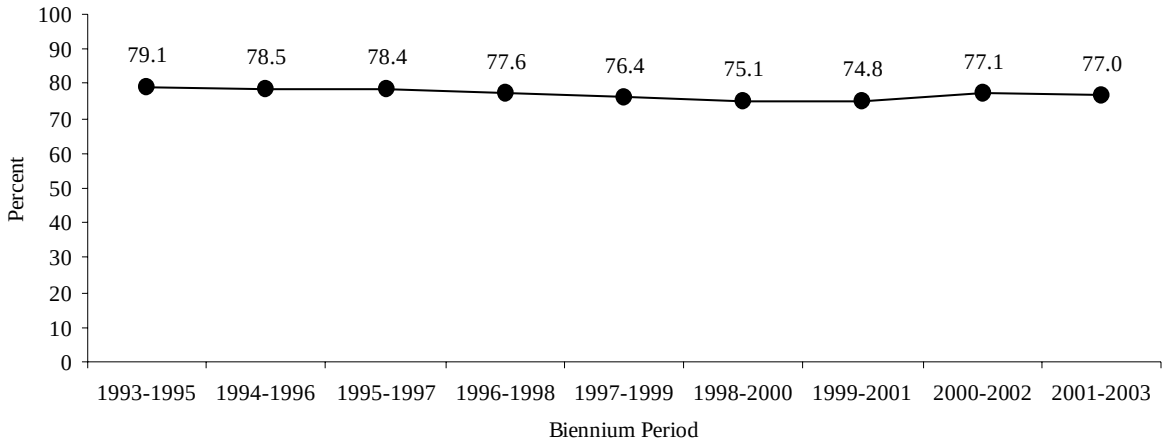
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.

Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant — a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 15

PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BIENNIUM PERIODS 1993-1995 TO 2001-2003



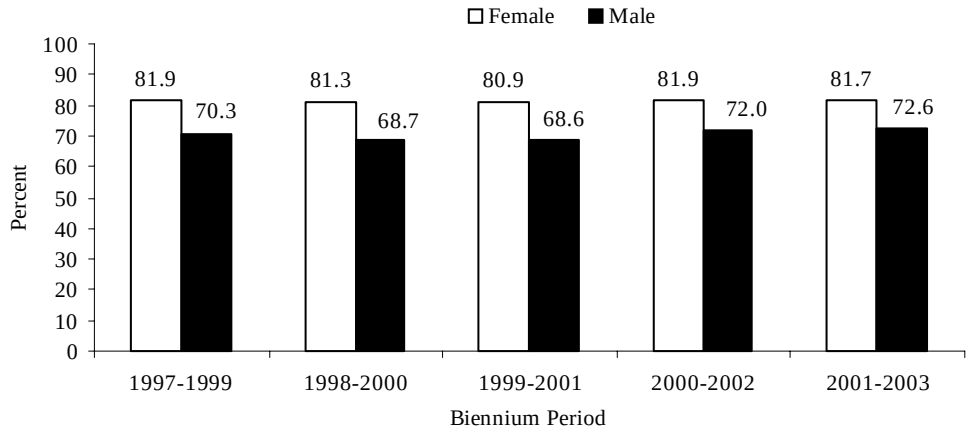
Source: Iowa Testing Programs, University of Iowa.

Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 16A

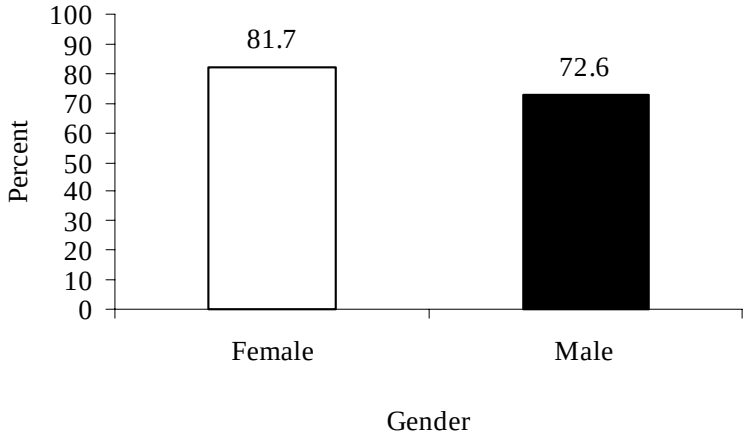
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 16B

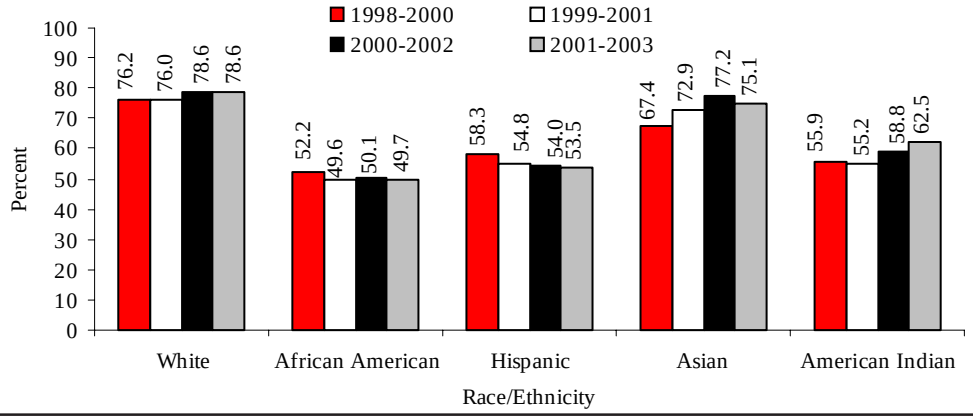
PERCENT OF IOWA ELEVENTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITED READING COMPREHENSION TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 17A

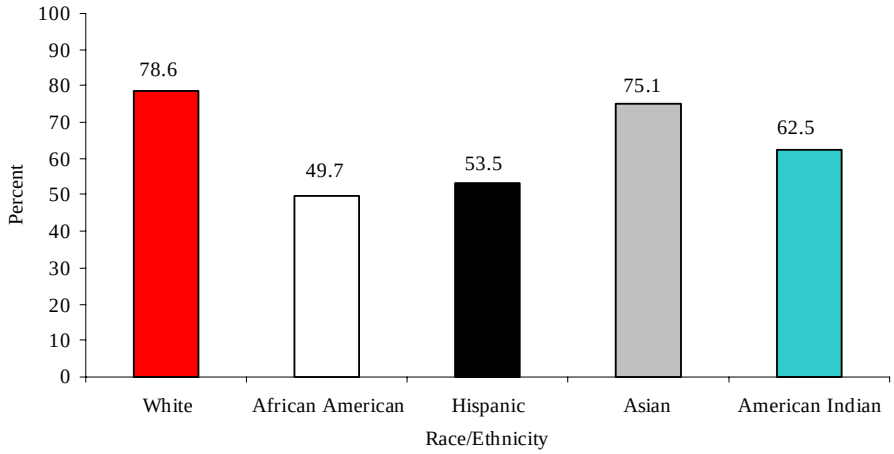
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Race/Ethnicity
Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 17B

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Race/Ethnicity
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

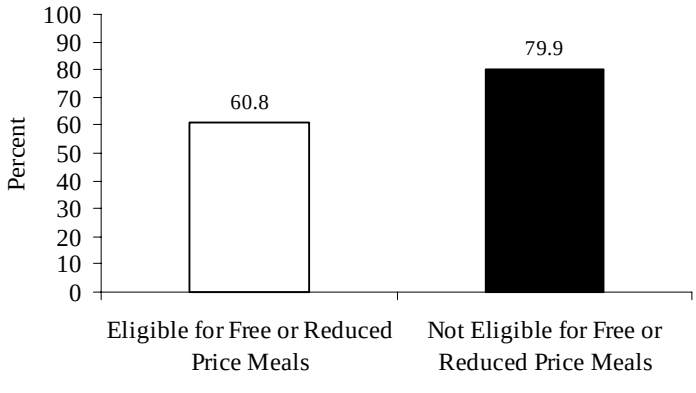
Figure 18A

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)

Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 18B

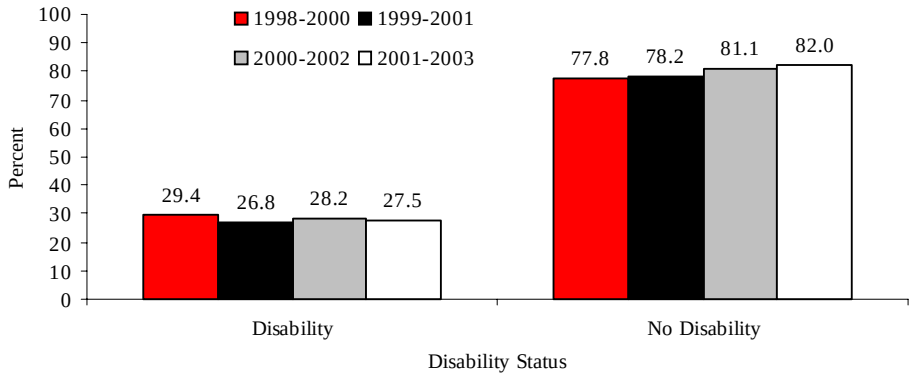
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 19A

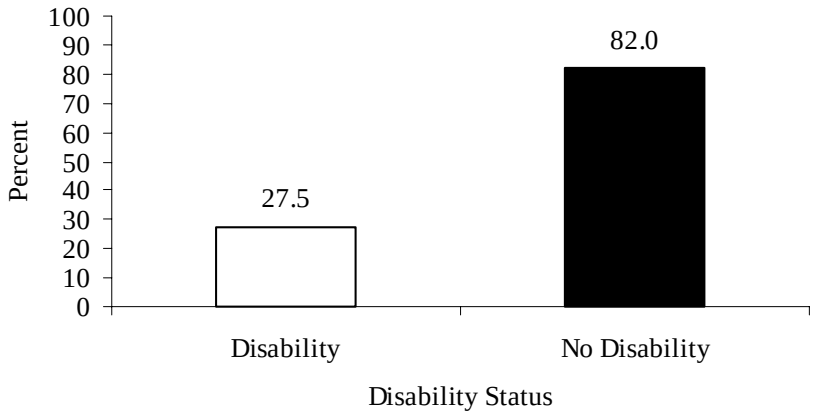
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 19B

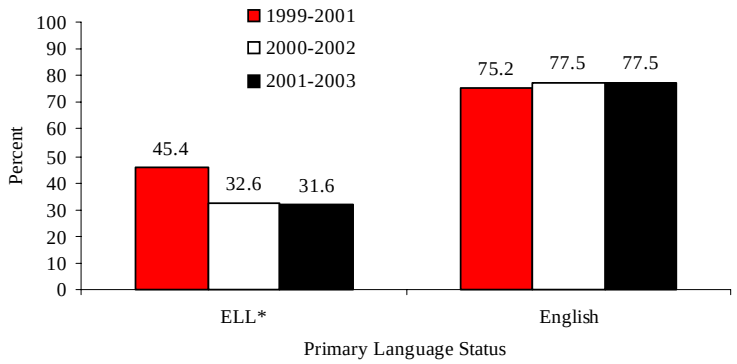
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 20A

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

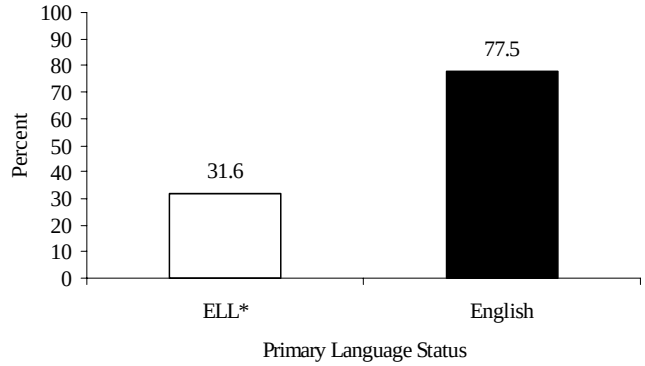
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 20B

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Primary Language Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

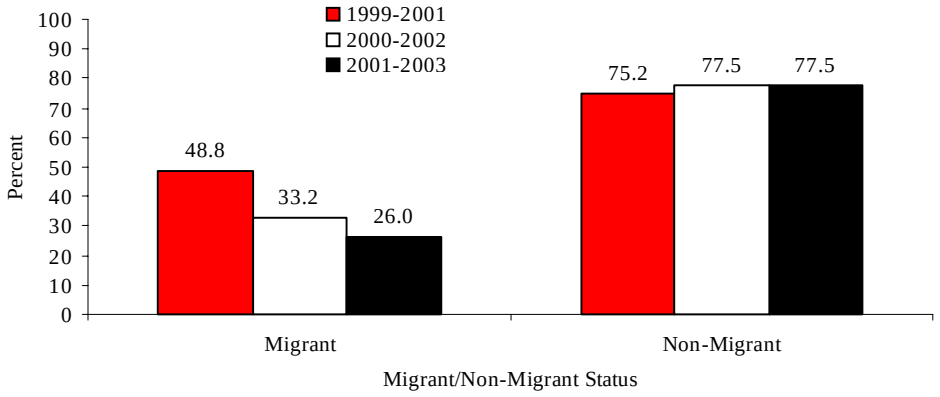
Notes: A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 21A

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Migrant Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.

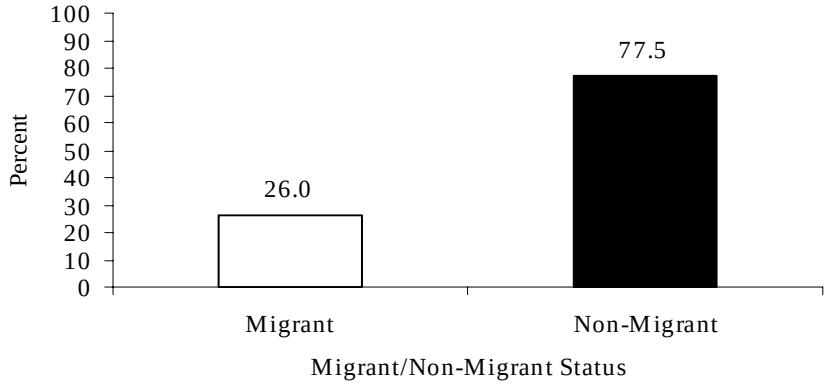
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 21B

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Reading Comprehension Test by Migrant Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.

Notes: A student designated as proficient can, at a minimum, do the following:

Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author's purpose or viewpoint, and evaluate aspects of its style or structure.

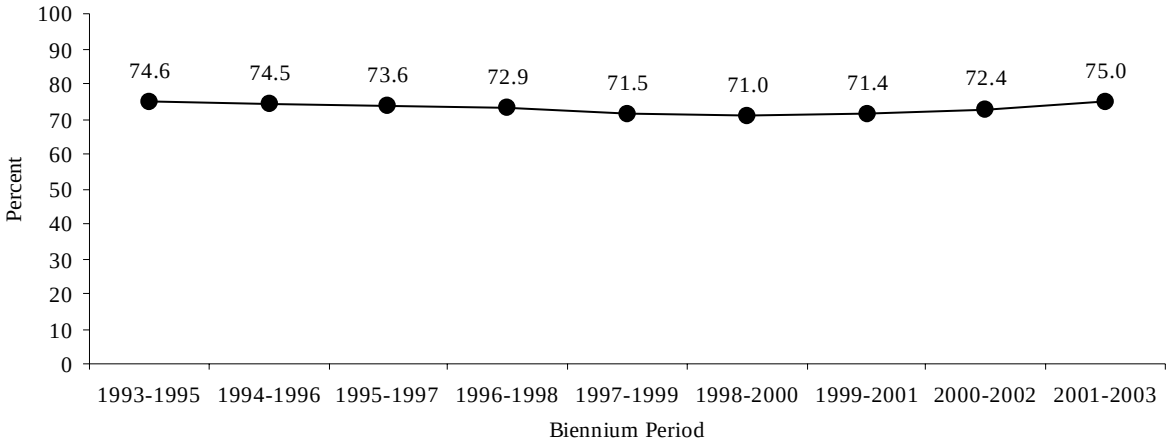
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Mathematics

Percentages of 4th, 8th, and 11th grade students achieving proficient or higher mathematics status on the ITBS or ITED Mathematics Tests are shown in Figures 22 to 42 for all students by gender, race/ethnicity, socioeconomic, disability, primary language, and migrant status. The trend data for all students in grades 4, 8, and 11 are reported in Figures 22, 29, and 36 based on 1992 national norms for the 1993-1995 though 2001-2003 biennium periods. An additional point shows the value of student performance in the 2001-2003 biennium period based on the 2000 national norms in Figures 29 and 36. There was no norm difference in the mathematics test for grade four (Figure 22). The 'A' figures show the student performance trend data by subgroups based on 1992 national norms and the 'B' figures show student performance by subgroups in 2001-2003 biennium period based on 2000 national norms.

Figure 22

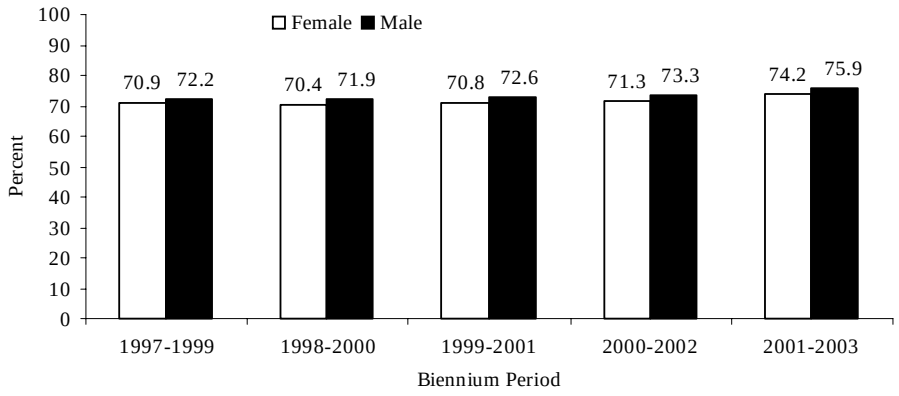
PERCENT OF IOWA FOURTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BIENNIUM PERIODS 1993-1995 TO 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 23A

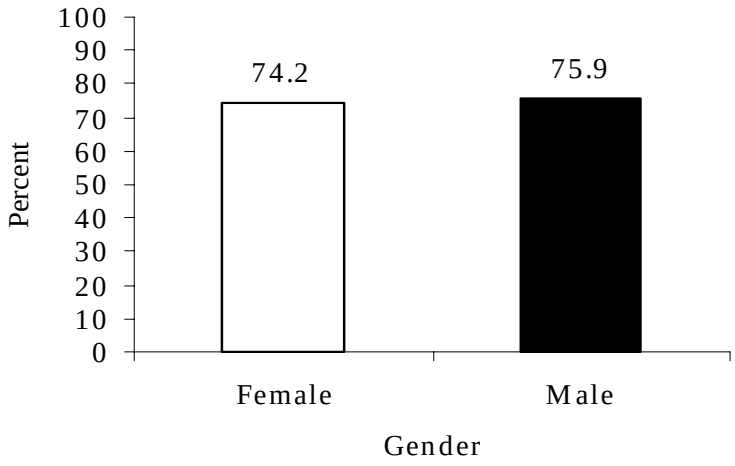
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender
Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 23B

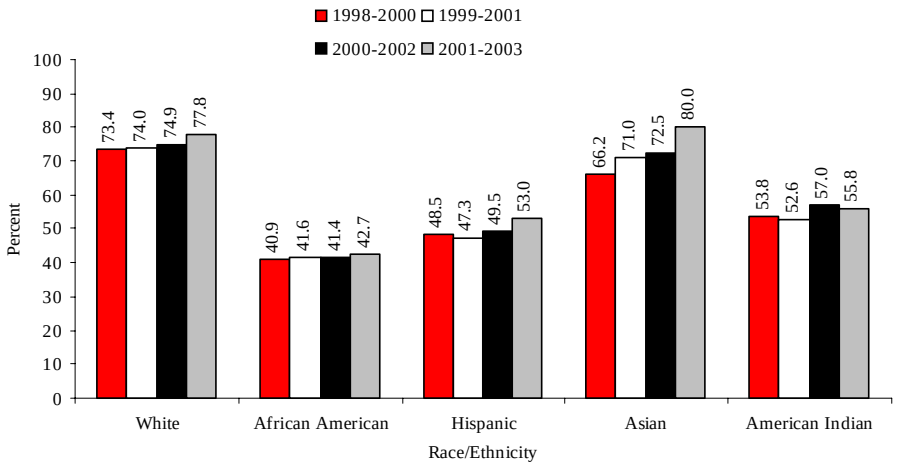
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Gender
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 24A

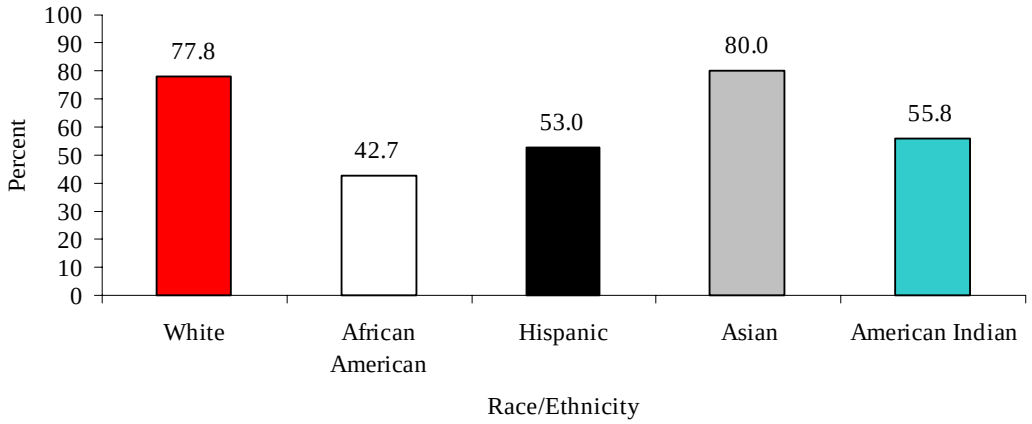
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex problems and use estimation methods; and can interpret data from graphs and tables.

Figure 24B

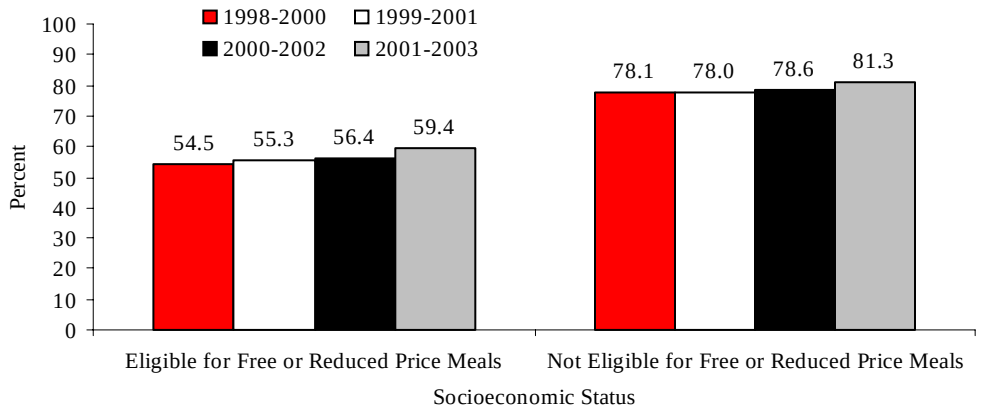
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.

Figure 25A

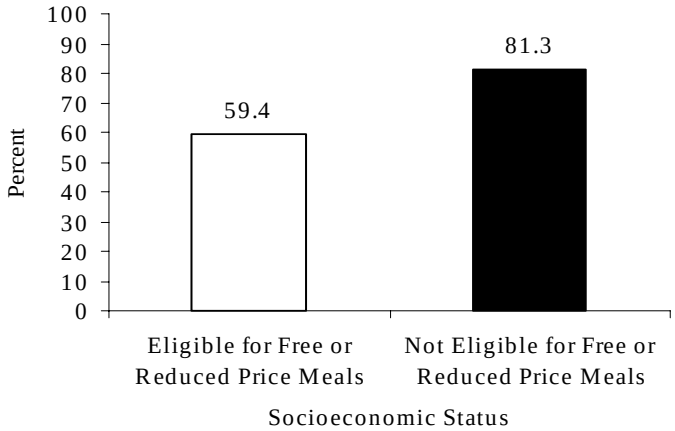
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 25B

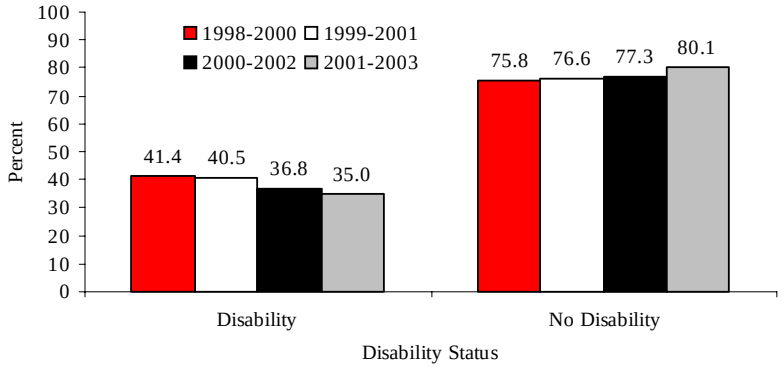
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 26A

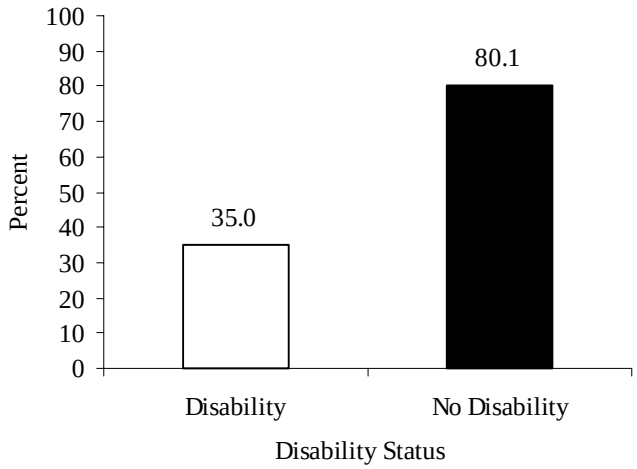
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 26B

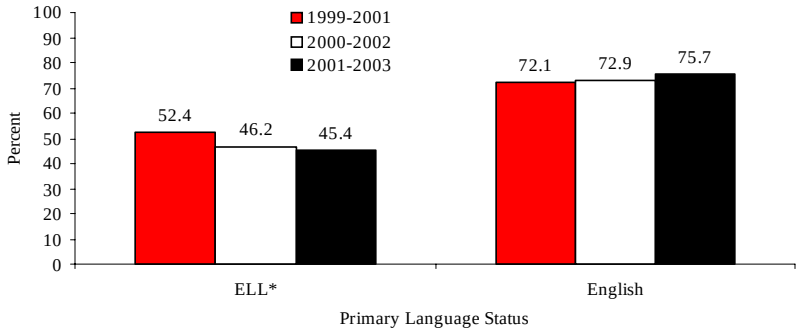
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 27A

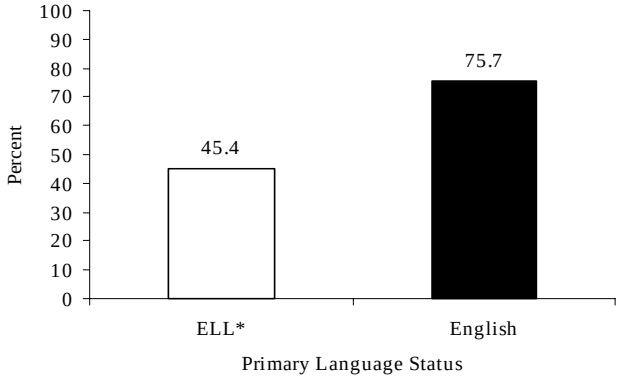
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Primary Language Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 27B

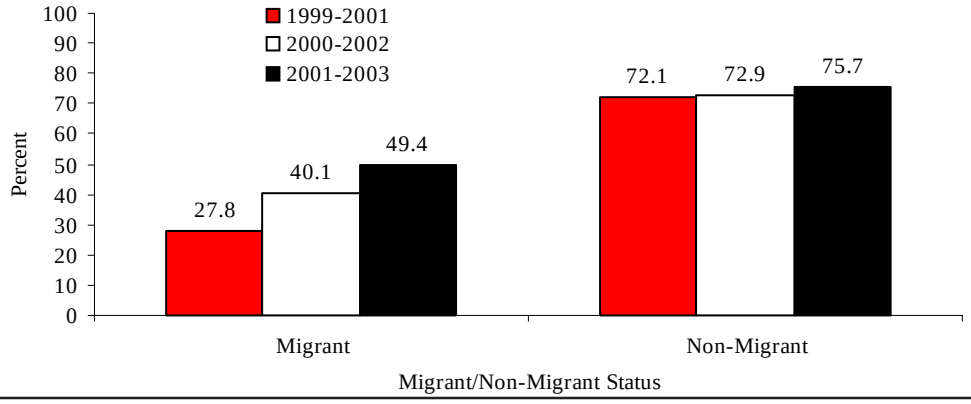
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Primary Language Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 28A

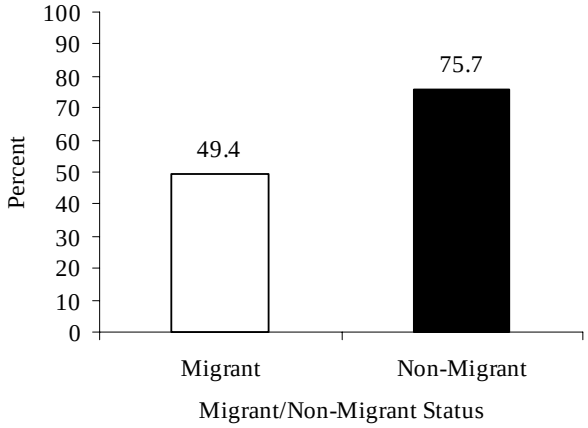
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 28B

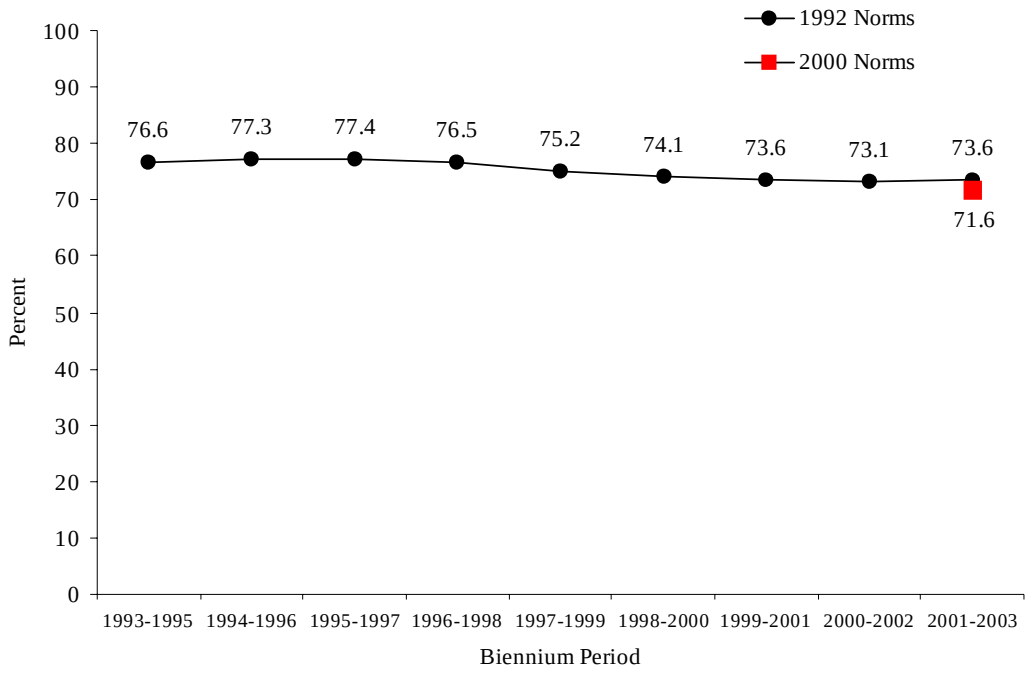
Percent of Iowa Fourth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 29

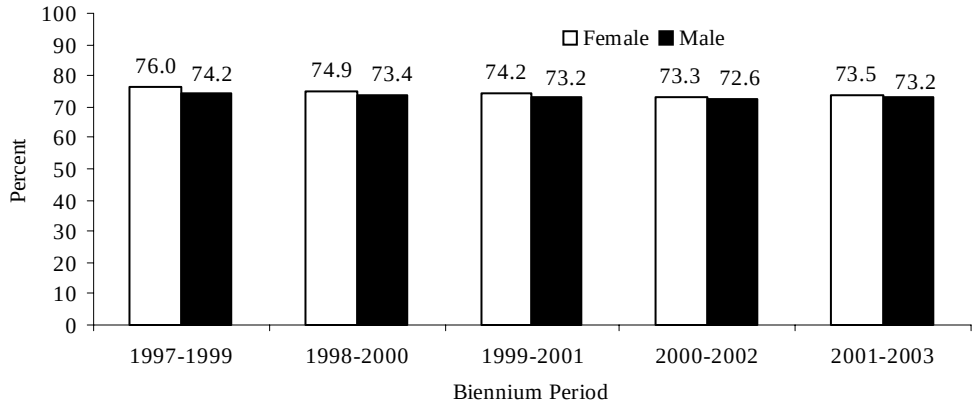
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 30A

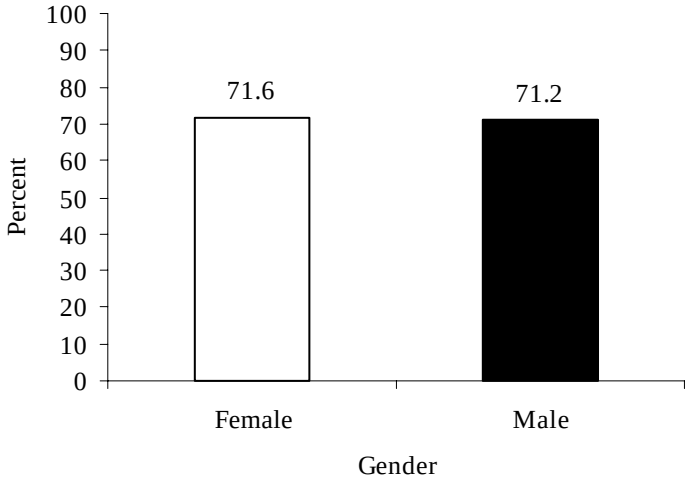
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIODS 1997-1999 TO 2001-2003 (1992 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 30B

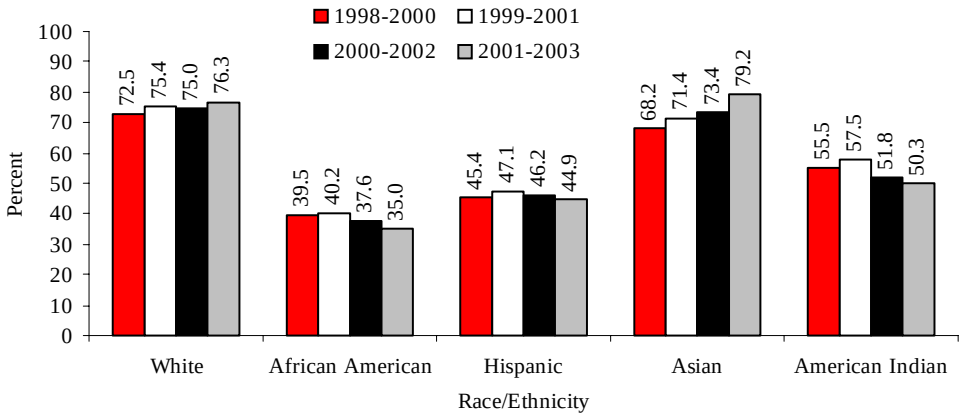
PERCENT OF IOWA EIGHTH GRADE STUDENTS PERFORMING AT OR ABOVE PROFICIENT LEVEL ON ITBS MATHEMATICS TEST BY GENDER BIENNIUM PERIOD 2001-2003 (2000 NORMS)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 31A

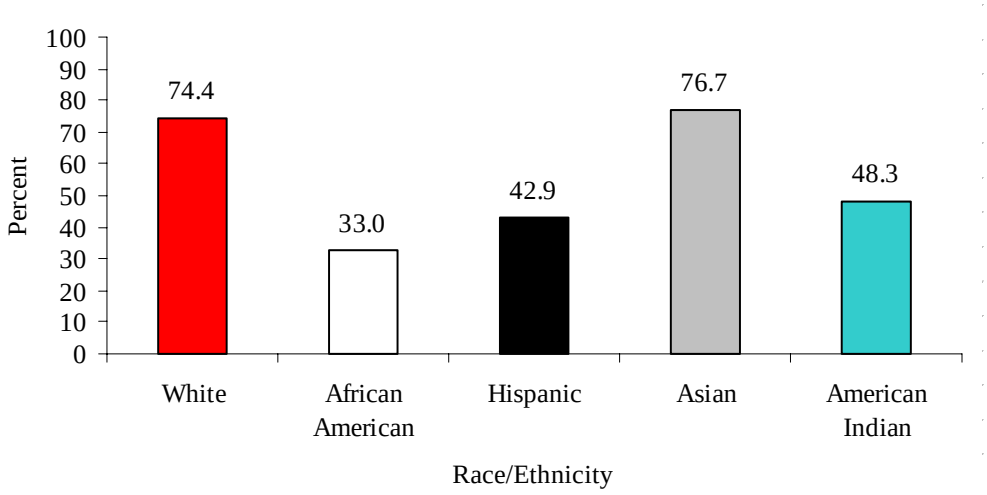
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 31B

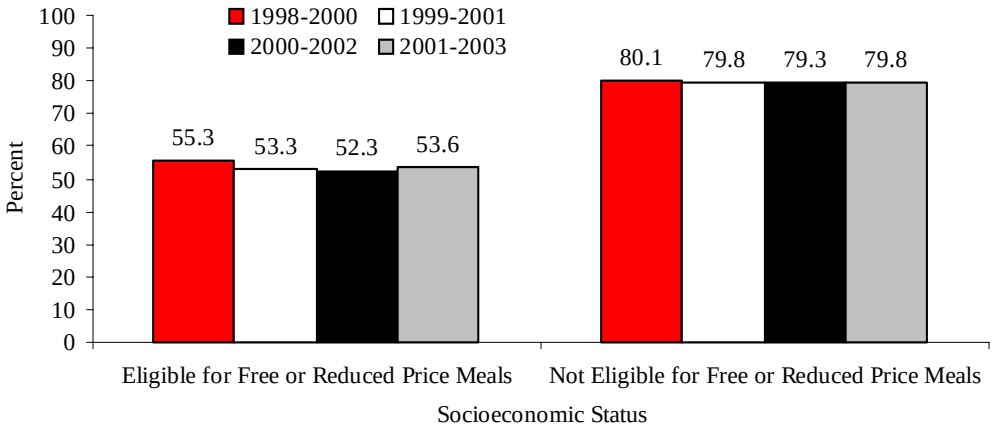
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 32A

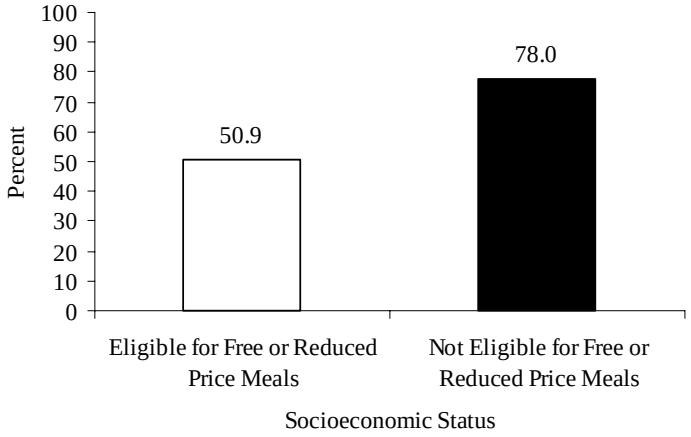
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 32B

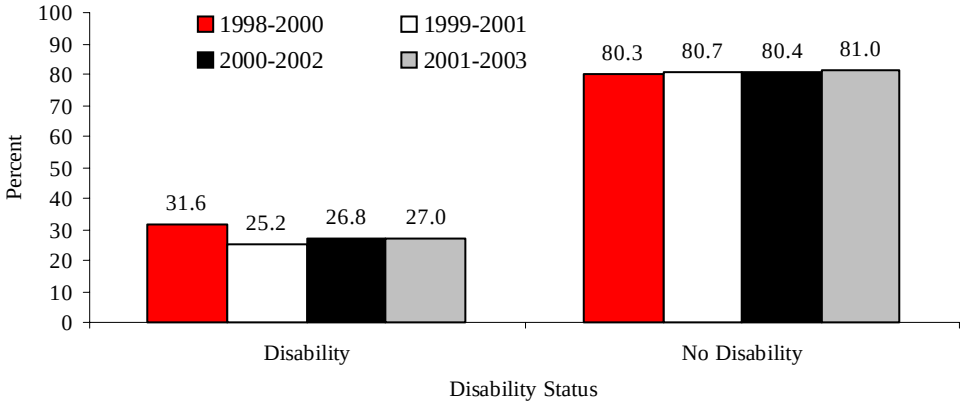
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 33A

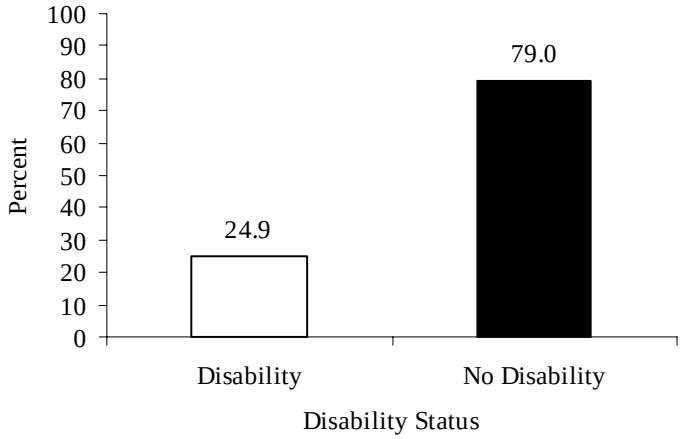
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 33B

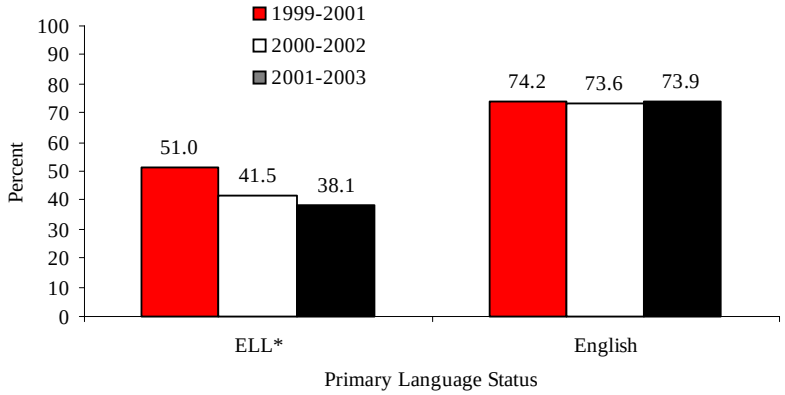
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 34A

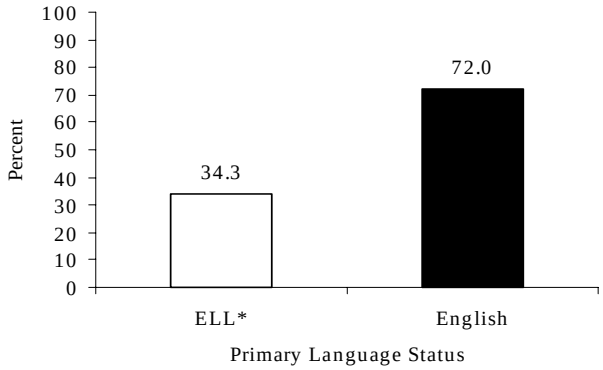
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Total Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 34B

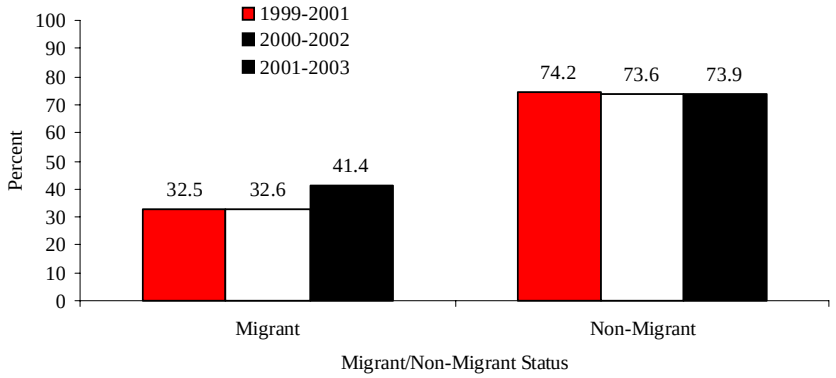
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Total Test by Primary Language Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 35A

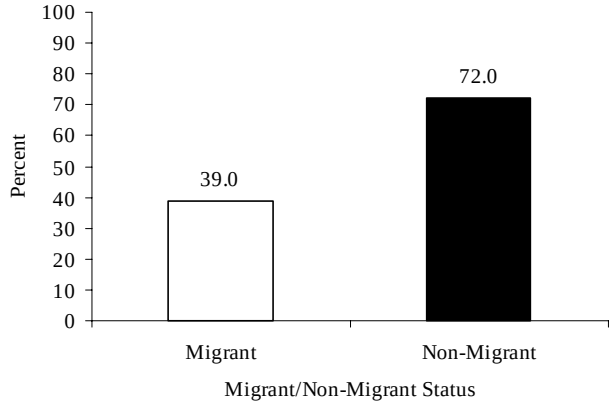
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 35B

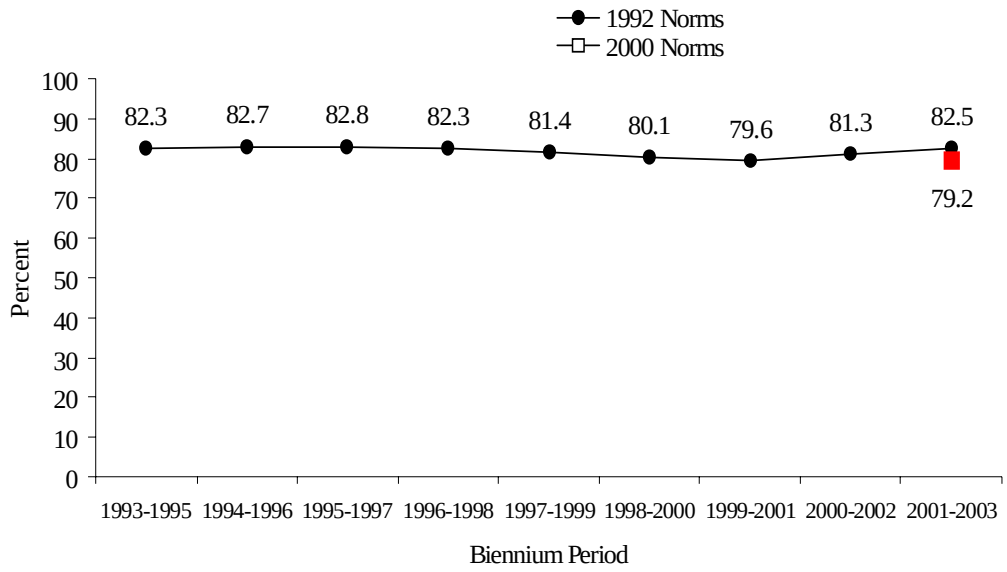
Percent of Iowa Eighth Grade Students Performing at or above Proficient Level on ITBS Mathematics Test by Migrant Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 36

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test
Biennium Periods 1993-1995 to 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

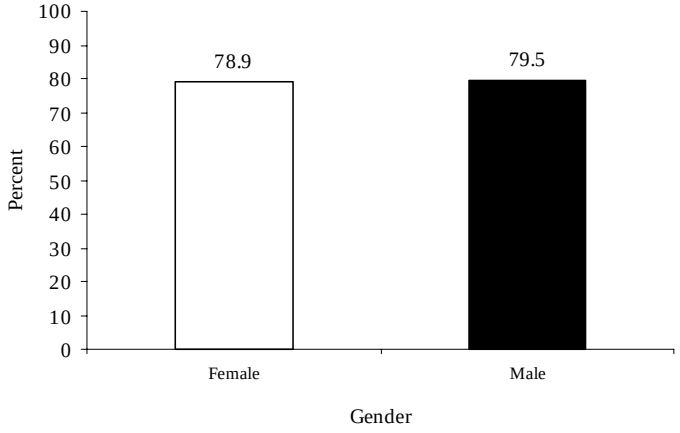
Figure 37A

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Gender
Biennium Periods 1997-1999 to 2001-2003 (1992 Norms)

Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 37B

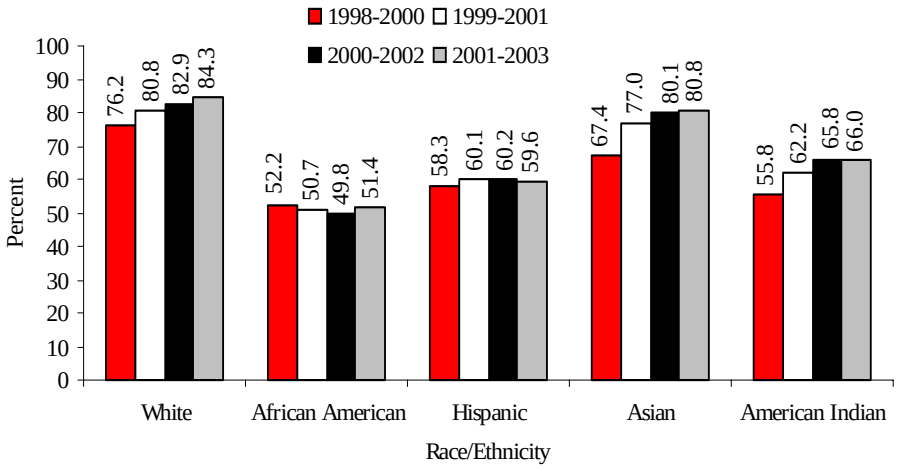
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Gender
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 38A

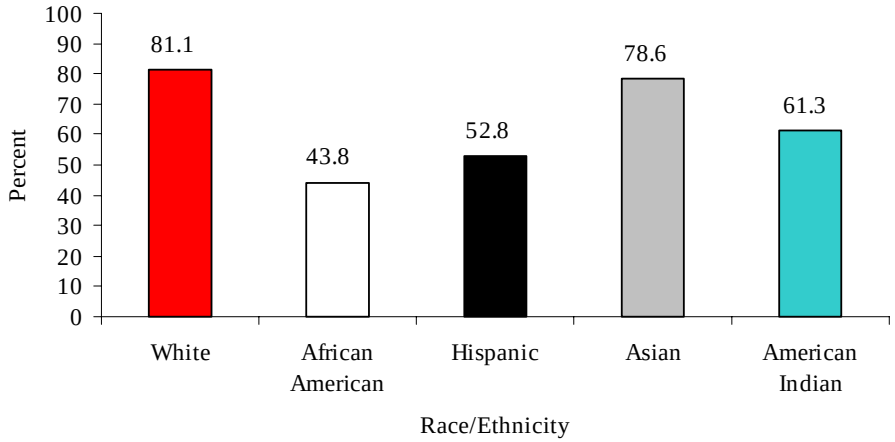
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Race/Ethnicity Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 38B

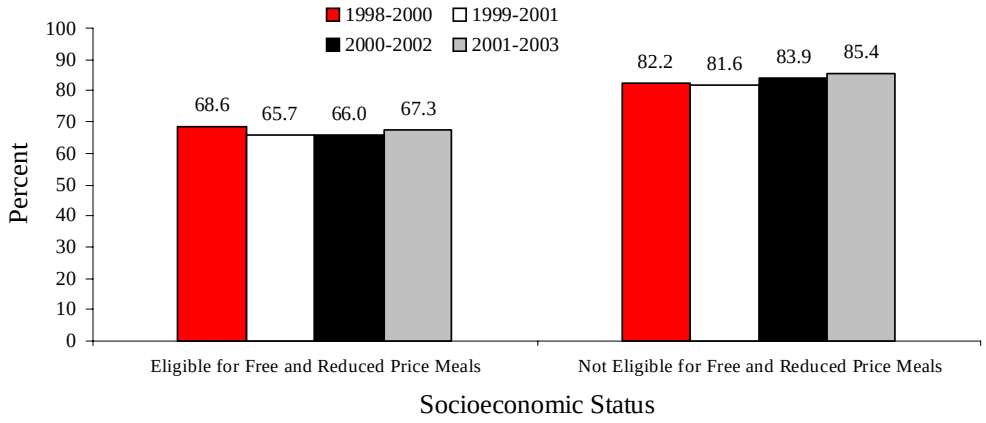
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Race/Ethnicity Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Note: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Figure 39A

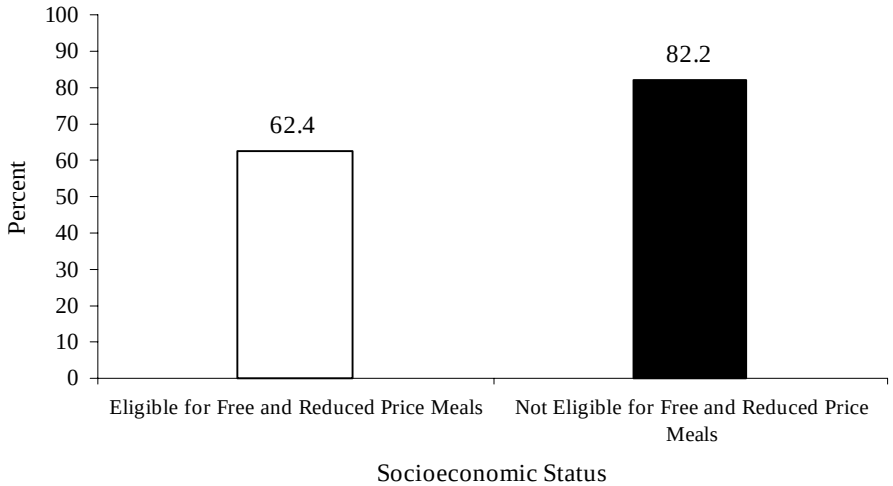
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Socioeconomic Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 39B

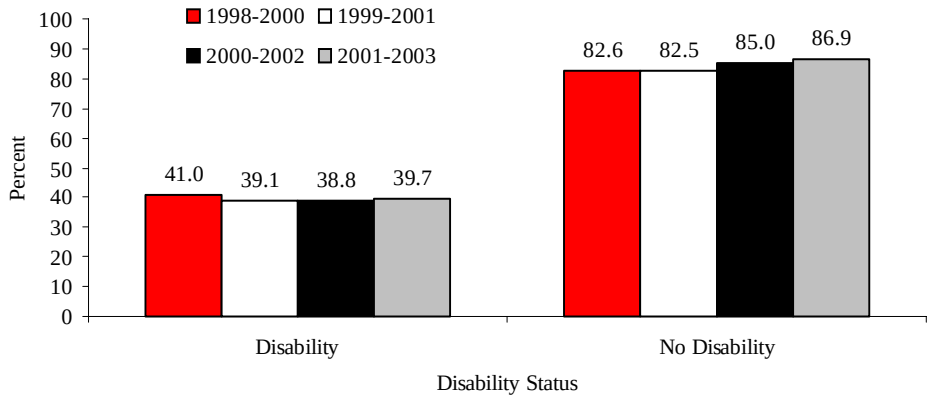
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Socioeconomic Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Socioeconomic Status is determined by eligibility for free or reduced price meals.

Figure 40A

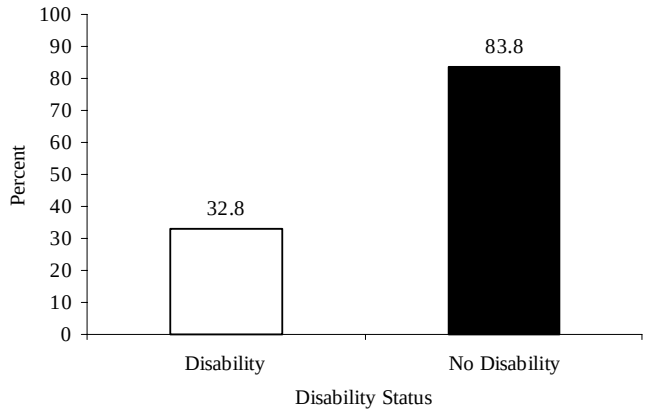
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Disability Status* Biennium Periods 1998-2000 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 40B

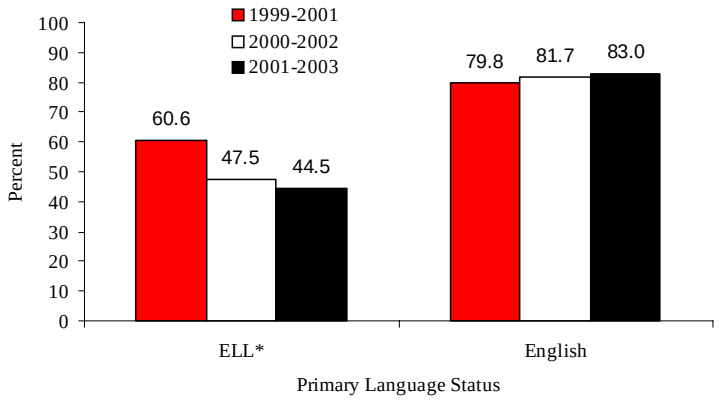
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Disability Status* Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Disability Status is determined by the presence of an individualized education plan (IEP).

Figure 41A

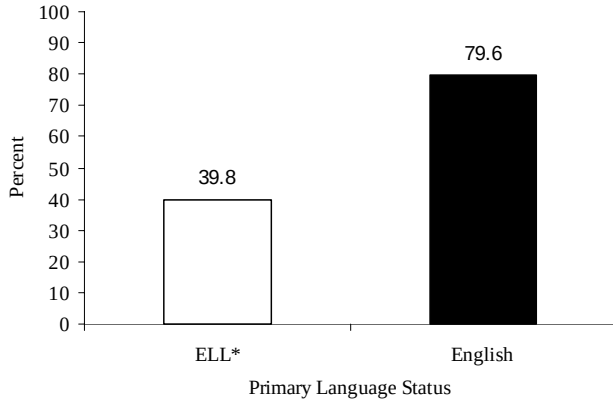
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Primary Language Status* Biennium Periods 1999-2001 to 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary Language Status is classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 41B

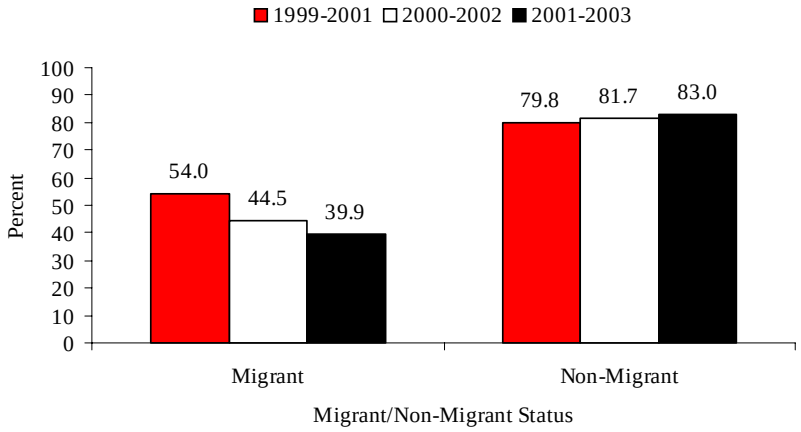
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Primary Language Status* Biennium Period 2001-2003



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Primary Language Status as classified by English and English Language Learner and determined according to the following definition: English Language Learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 42A

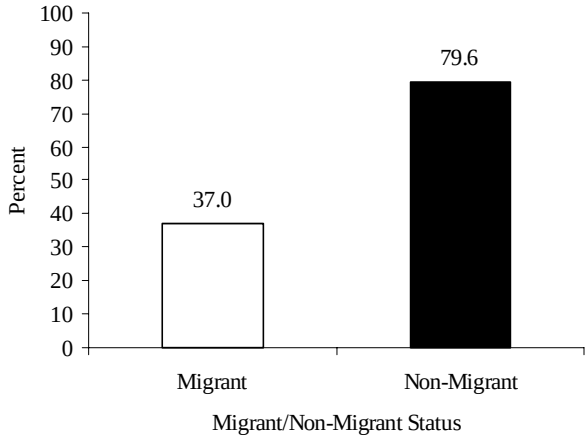
Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Migrant Status*
Biennium Periods 1999-2001 to 2001-2003 (1992 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Figure 42B

Percent of Iowa Eleventh Grade Students Performing at or above Proficient Level on ITED Mathematics Test by Migrant Status*
Biennium Period 2001-2003 (2000 Norms)



Source: Iowa Testing Programs, University of Iowa.
Notes: A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.
*Migrant status is defined as migrant or non-migrant as follows: Migrant - a student is considered as migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principal means of livelihood.

Graduation Rates

The Department of Education collects high school graduation data in the spring through the Basic Educational Data Survey (BEDS). The National Center for Education Statistics (NCES) definitions for high school completers are:

- **Regular diplomas** are given to most students for completing all unmodified graduation requirements for the districts in the regular high school program.
- **Other diplomas** are given to students who have received this diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.
- **Other Completers** are the students who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

The No Child Left Behind (NCLB) Accountability System is based primarily on academic assessments and requires high school graduation rate as one of the additional indicators for public high schools. The NCLB Act defines the regular diploma recipients as high school graduates. Therefore the Iowa Accountability Plans under the Consolidated Application Process has a narrower definition for high school graduates:

- **Students receiving regular diplomas. Regular diplomas are given to students for completing all unmodified district graduation requirements in the standard number of four years.**
- **Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.**

The other completers are not high school graduates based on the Iowa Consolidated State Application Accountability Workbook. In 2001-2002, there were 43 other completers statewide and many of them were foreign exchange students. Other completers are neither counted as graduates nor counted as dropouts for the NCLB Act purpose.

The high school graduation rate is calculated by dividing the number of high school graduates in a given year by the estimated number of 9th graders four years previous. The estimated 9th grade enrollment is the sum of the number of high school graduates in that year and dropouts over the four series year period. More specifically: The total dropouts include the number of dropouts in grade 9 in year 1, the number of dropouts in grade 10 in year 2, the number of dropouts in grade 11 in year 3, and the number of dropouts in grade 12 in year 4. Iowa high school graduation rate in year 4 equals the number of public high school regular diploma recipients in year 4 divided by the number of high school regular diploma recipients in year 4 plus the sum of dropouts in grades 9 through 12 from years 1 through 4 respectively.

$$GR_i = \frac{G_i}{G_i + D_i + D_{(i-1)} + D_{(i-2)} + D_{(i-3)}}$$

Where: GR_i is the graduation rate for a given year (i).
G_i is the number of students achieving a regular high school diploma for year i.
D_i is the number of dropouts in grade 12 for year i.
$D_{(i-1)}$ is the number of dropouts in grade 11 for the first previous year (i-1).
$D_{(i-2)}$ is the number of dropouts in grade 10 for the second previous year (i-2).
$D_{(i-3)}$ is the number of dropouts in grade 9 for the third previous year (i-3).

Table 2 shows the high school graduation data by gender and state total for graduating classes 1996 through 2002. The overall graduation rates increased annually from 87.0 percent in 1996 to 89.4 percent in 2002. A similar trend can be seen for females and males. Females had higher graduation rates than the males for all seven classes shown (see Figure 43).

Table 2

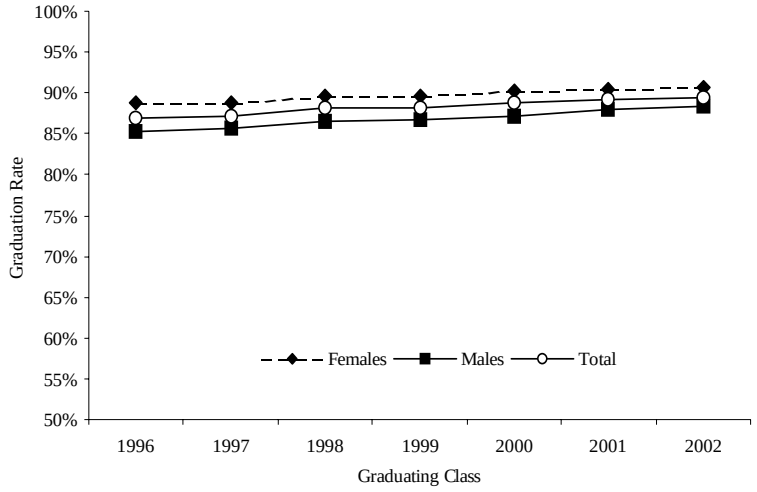
IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER, GRADUATING CLASSES 1996-2002

Graduating Class	Number of Graduates			Graduation Rates		
	Females	Males	Total	Females	Males	Total
1996	15,874	15,969	31,843	88.8%	85.2%	87.0%
1997	16,531	16,455	32,986	88.8	85.6	87.2
1998	17,156	17,033	34,189	89.7	86.5	88.1
1999	17,095	17,283	34,378	89.7	86.8	88.2
2000	16,966	16,868	33,834	90.3	87.2	88.7
2001	16,871	16,903	33,774	90.5	87.9	89.2
2002	16,850	16,939	33,789	90.6	88.3	89.4

Source: Iowa Department of Education, Basic Educational Data Survey, High School Completers and Dropout Files.

Figure 43

IOWA PUBLIC HIGH SCHOOL FOUR-YEAR GRADUATION RATES BY GENDER AND STATE TOTAL GRADUATING CLASSES 1996 TO 2002



Source: Iowa Department of Education, Basic Educational Data Survey, High School Completers and Dropout Files.

Graduation data by race/ethnicity are shown in Table 3 for 1996 to 2002 graduating classes. Asian and White had the highest graduation rates for all classes shown. The other three minority groups, American Indian, Hispanic, and African American had high school graduation rates below the state average. The rates for White have been increasing steadily, increasing from 88.2 percent in 1996 to 90.7 percent in 2002. Minority data presented were less stable due to small group sizes.

Table 3

Iowa Public High School Four-Year Graduation Rates by Race/Ethnicity, Graduating Classes 1996-2002

Graduating Class	1996	1997	1998	1999	2000	2001	2002
Race/Ethnicity	Number of Graduates with Diplomas						
American Indian	55	73	84	90	74	212	108
Hispanic	408	524	531	500	537	582	660
Asian	508	555	508	496	546	684	657
African American	648	614	696	673	734	678	756
White	30,224	31,220	32,670	32,619	31,943	31,618	31,608
Total	31,843	32,986	34,189	34,378	33,834	33,774	33,789
Race/Ethnicity	Graduation Rates						
American Indian	46.2%	55.7%	62.2%	62.1%	62.1%	73.4%	61.7%
Hispanic	67.1	69.8	72.0	62.4	64.9	65.8	67.5
Asian	84.4	88.4	88.0	88.4	86.4	93.8	90.9
African American	63.8	64.0	67.6	66.2	68.4	70.6	71.4
White	88.2	88.3	89.1	89.5	90.0	90.3	90.7
Total	87.0	87.2	88.1	88.2	88.7	89.2	89.4

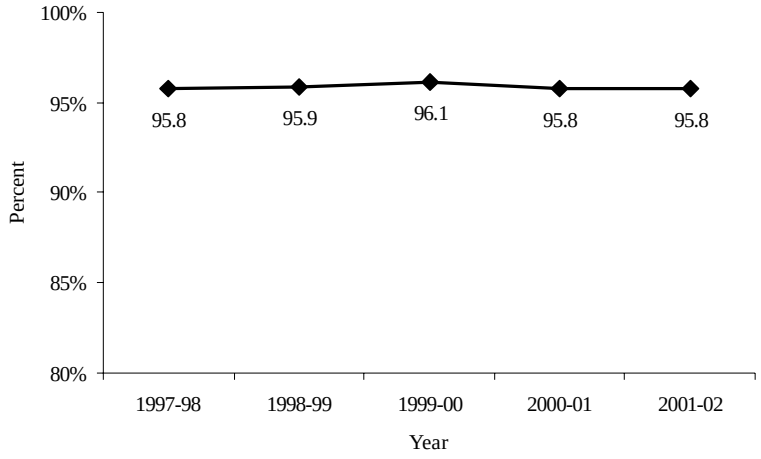
Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation, Basic Educational Data Survey, High School Completers and Dropout Files.

Average Daily Attendance

The average daily attendance rate for elementary and middle school students is one of the additional indicators for the No Child Left Behind (NCLB) Accountability System. Based on the Iowa Consolidated State Application Accountability Workbook, average daily attendance (ADA) is defined as the aggregate days of student attendance in a school or school district divided by the aggregate days of enrollment. Figure 44 shows a nearly 96 percent state average ADA rate for grades K-8 from 1997-1998 to 2001-2002.

Figure 44

IOWA PUBLIC SCHOOL GRADES K-8
AVERAGE DAILY ATTENDANCE RATE
1997-1998 TO 2001-2002



Source: Iowa Department of Education, Certified Annual Reports.

Highly Qualified Teachers

Table 4 provides a comparison between full-time teachers in school buildings in the top quartile (school buildings with a high percentage of students eligible for free or reduced price lunch) and full-time teachers in buildings in the bottom quartile (school buildings with a low percentage of students eligible for free or reduced price lunch) for the 2002-2003 school year. Iowa requires that all teachers hold a valid Iowa teaching license and are properly endorsed to teach in the areas for which they are assigned. All Iowa teachers are considered highly qualified under the requirements of the No Child Left Behind (NCLB) Act. The NCLB Act also requires that a state include in its annual state report the characteristics of teachers in high and low poverty schools. High and low poverty schools are defined in NCLB as the top and bottom quartiles of schools in poverty. The differences between the teachers in the two categories are not significant. Teachers in the bottom quartile have a higher percentage of advanced degrees (28.4 percent versus 27.4 percent), have slightly more years of experience (14.9 versus 14.1), and on average make $640 more than teachers in the top quartile.

Table 4

TEACHER CHARACTERISTIC COMPARISON BETWEEN TOP QUARTILE POVERTY SCHOOLS AND BOTTOM QUARTILE POVERTY SCHOOLS 2002-2003

	Number of Full-Time Teachers	Number of Students	Number of Advanced Degrees	Percentage of Advanced Degrees	Number of Bachelor Degrees	Average Exper-ience	Average Age	Average Salary
Top Quartile - Schools with highest percentage of students eligible for free or reduced price lunch.	7,560	108,464	2,068	27.4%	5,492	14.1	42.1	$39,186
Bottom Quartile - Schools with lowest percentage of students eligible for free or reduced price lunch.	7,697	144,038	2,189	28.4%	5,508	14.9	41.5	$39,826

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Free and Reduced Meal Eligibility and Staff Files.

The No Child Left Behind (NCLB) Act requires that the number of teachers with emergency/provisional licenses be reported by the state. Emergency/Provisional license type is granted to teachers that have not completed a teacher education program. All licensed Iowa teachers have completed a teacher eduation program and there are no Iowa teachers with emergency/provisional licenses.

Table 5 presents the estimated 2002-2003 assignments by academic area for grades 7-12. Estimates are based on the number of teachers with teaching assignments in their endorsement area compared to the number of teachers with teaching assignments outside their endorsement area. This estimate provides a snapshot of the percentage of classes in specific academic areas that are taught by a highly qualified teacher. Of the eleven academic areas shown, seven are approximately 90 percent or greater. Economics and geography have the lowest percentage at 65 percent and 51 percent respectively. For all areas shown, just under 95 percent of the courses in the academic areas listed were taught by a highly qualified teacher.

Table 5

Percent of Highly Qualified Grade 7-12 Public School Teachers by Academic Area 2002-2003

Academic Area	Highly Qualified
English	97.6%
Reading/Language Arts	93.7
Mathematics	96.8
Science	87.7
Foreign Language	90.4
Civics/Government	82.9
Economics	65.3
Arts	97.6
History	89.8
Geography	51.1
Elementary	97.1
Total	94.8

Source: Iowa Department of Education, Bureau of Planning, Research, and Evaluation, Basic Educational Data Survey, Staff File, and Bureau of Practitioner Preparation and Licensure, Licensure File.

Title I - Schools In Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and schools must report the academic progress of all students in the areas of reading and mathematics. If schools do not meet the annual Adequate Yearly Progress (AYP) state goals for reading and mathematics at grades 4, 8, and 11 by subgroups, a 95 percent participation rate on the district-wide assessment, the state attendance rate goal for elementary and middle schools, or the state graduation rate goal for high schools, they are designated as a school in need of assistance. Twelve of 1,500 (0.8 percent) public school buildings were determined to be in need of assistance following the 2002-2003 school year. A list of the schools in need of assistance and the school districts they are located in is presented in Table 6. Publication of this list in the *State Report Card* is required under the provisions of the NCLB Act.

Table 6

SCHOOLS IN NEED OF ASSISTANCE
2003

District Name	School Name
Central Decatur	Decatur Elementary
Davenport	Buchanan Elementary Fillmore Elementary Hayes Elementary Jefferson Elementary Madison Elementary
Des Moines	Moulton Elementary
Midland	Lost Nation Middle
North Cedar	Lowden Elementary
Oskaloosa	Lincoln Elementary
Waterloo	Central Middle Logan Middle

Source: Iowa Department of Education, Bureau of Administration and School Improvement Services, Title I.